



## 2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED  
TEXAS EDUCATION AGENCY  
2018 MAR 12 PM 3:25  
DOCUMENT CONTROL CENTER  
GRANTS ADMINISTRATION

### Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

### Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

### Applicant Information

Name **Spring Independent School District** CDN or Vendor ID **101919** ESC # **04** Campus #  DUNS # **060716685**

Address **16717 Ella Blvd** City **Spring** ZIP **77090** Phone **281-891-6692**

Primary Contact **Dr. LaQuita Carter** Email **lcarter@springisd.org**

Secondary Contact **Lupita Hinojosa** Email **lhinojosa@springisd.org**

### Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Mr. Deeone McKeithan** Signature  Date **03/08/2018**

Grant Writer Name **Dr. LaQuita Carter** Signature  Date **03/08/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-041



### Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**  
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter  
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.  
☐ SSAs are not permitted for this grant.

### Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Our data indicates a 30% turnover of principals. Our need is to grow our own principal leaders within our district.	Spring ISD is in the process of building our principal candidate pool through the development and implementation of Lead Spring: Building our Future. Partnering with Houston Baptist University (HBU) we strengthen the Lead Spring academy by offering candidates principal certification while growing our own.
Our data indicates a 20% turnover of teachers. Therefore, our need is to retain effective teachers to funnel into the internal pipeline to become principals.	Spring ISD is aligned to the TEA identified strategic priority of recruiting, supporting and retaining principals. ESSA, Title II, Part A funds are centered around coaching, recruiting, and retaining principals. This grant would allow us to supplement these funds while growing and developing our own leaders.

### SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Spring ISD will provide ten leader residents with extensive learning opportunities to develop their leadership competencies as well as obtain principal certification to increase the instructional and demographic diversity and overall preparedness of the internal candidates in the campus leadership selection pool by 20% in June 2019.

### Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

Residents will complete the following benchmarks:

1. HBU acceptance guidelines and requirements for admission - measured by admissions rubric
2. Professional development leadership training - rubric
3. Campus Improvement Plan - Plan 4 Learning - rubric
4. Campus PLC Calendar -observed through leadership dimensions with interactions of principal and leadership team - rubric
5. Data analysis to determine teacher placement - observed through leadership dimensions with interactions of principal and leadership team - rubric
6. HBU classes, maintaining a "B" average



**Measurable Progress (Cont.)****Second-Quarter Benchmark:**

Residents will complete the following benchmarks:

1. HBU course completion - maintaining a "B" average
2. Continued enrollment in the HBU program - admissions verification
3. Monitoring of Campus Improvement Plan - Plan4learning (quarterly benchmarks rubric)
4. Instructional Learning Walks and Coaching using T-TESS rubric and leadership dimensions rubric

**Third-Quarter Benchmark:**

Residents will complete the following benchmarks:

1. Capstone project case study activity - requires residents to examine a school scenario and develop goals and an action plan in response to it - rubric
2. Self assessment leadership activity - requires residents to identify their own strengths and areas of growth in connection to the leadership dimensions
3. Monitoring of Campus Improvement Plan - Plan4learning (quarterly benchmarks rubric)
4. Design/facilitate a campus professional learning development session based on an instructional need. It should be a session that is aligned to the campus improvement plan that was created in benchmark one - rubric

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The grant oversight committee will meet monthly to review the goals of the grant along with interim measurement of progress. This data will be collected, analyzed and reported by the Department of Research, Accountability, and Testing that has a program evaluator on staff. Based on the progress of the grant and the data reported, the committee will determine any modifications needed and will implement at that time to ensure progress towards the quarterly benchmark goals are obtained. Quarterly goals established will be challenging but obtainable with an end of grant goal being achieving the principal certification. At each quarterly meeting, the committee will also address sustainability needs and measures to ensure that the progress of the grant continues after grant funds end.



**Statutory/Program Requirements**

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Spring ISD has five key imperatives which drives who we are and what we believe. These key imperatives are aligned to our goals in our district and campus improvement plan goals. Residents will be a lead member of the district improvement plan committee and help evaluate the strategies that are aligned to high performance from every employee. To provide residents with a strong start, in the summer they would participate in our annual T-TESS and T-PESS update along with our five day Spring Way Administrator Institute. Spring ISD will provide rigorous clinical learning through the Lead Spring Leadership Academy - a year long professional development pathway focused on developing and strengthening current and future leaders by improving their leadership competencies. The improvement of principal preparation is a pillar for improving opportunity for students. It's all about leadership.

The program curriculum will include a leadership skills enhancement component which is designed to strengthen the participants foundation as a leader to achieve maximum results. We prioritize this work because we believe it is essential to equip leaders with the skill, knowledge and capacity to be able to lead in the best interest of all students. Throughout the residency, leaders will be coached using the following leadership dimensions - (1) personal behavior, (2) resilience, (3) communication, (4) equitable practice, (5) focus on student performance, (6) strategic and situational problem solving, (7) climate and culture, (8) personal and professional learning, (9) supervision of staff and (10) time and task management. Through these dimensions, the value will be provided by measuring progress, providing feedback, and grounding coaching conversations between the mentor and resident in order to fully develop the critical skills to lead a successful school.

The residents will actively engage with district leaders through experiences that will allow for being responsible for supporting a grade level or department, including observing teacher practice and leading team meetings focused on student level data in targeted content areas based on the needs of the campus, have responsibility to support the development of at least two teachers, including direct observation of and feedback on their practice and have an opportunity to serve in the role of principal for two days with the appropriate mentor guidance and support.

Residents will be engaged with learning opportunities not limited to, recognizing personal strengths and growth opportunities through the leadership assessment and personal one-to-one coaching session, developing a 90 second elevator speech about their "why" for leadership, analyzing data using summative, interim, student work and key data to make decisions about the campus needs, attending one principal meeting and board meeting per semester, viewing teacher videos to capture high and low inference data as it relates to students and the teacher in order to provide guidance and feedback for immediate improvement by providing the appropriate, bite-sized action step. Simulations will be provided for the resident to work through situations that leaders encounter in which the candidate will be observed through video and live observation during the two-hour learning experience.

Throughout the year residents will be immersed in the Spring Way in order to build their leadership muscle. Tiered learning experiences will allow school leaders to learn by (1) observing, (2) participating, and (3) leading. The residents will visit multiple classes, shadow principals, observe leadership teams, and view parent outreach. The residents will analyze data with their colleagues, facilitate professional development and grade level meetings, and be a part of the campus budgeting process. In their role as leader, residents will lead activities where they will collaborate with a team of teachers to identify root causes that impact student achievement, probing deeper through data analysis, identify best practices and develop an improvement strategy while evaluating programs.

Self and collective efficacy will be strengthened with the residents through the collaboration of Spring ISD and Houston Baptist University working together to ensure that each of the learning experiences provide time for practice to build skill in order to effectively cultivate the leaders as they prepare for the principalship.



**Statutory/Program Requirements (Cont.)**

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

The Spring Independent School District (Spring ISD) serves nearly 37,000 prekindergarten through 12th-grade students in a diverse district located 20 miles north of central Houston. The district's 38 campuses include 26 prekindergarten-5th grade elementary schools, seven 6th-8th grade middle schools and five 9th-12th grade high schools. The ethnicity of the students of the district is 44% Hispanic, 40% African American, 9% White, 3% Asian and 4% Other. Approximately 69% of our students are identified as economically disadvantaged – from low-income households. The students of Spring ISD receive instruction from approximately 2,264 teachers - 20% Hispanic, 36% African American, 39% White, 1% Asian and 4% Other.

Residents will be selected based on demonstrated teaching expertise using an overall distinguished rating as measured by T-TESS, a demonstrated commitment to improving outcomes for students, and a dedicated interest in serving as principal or school leader. Further, candidates will complete:

1. Application essay - Candidates will show evidence of problem solving and systems thinking skills.
2. Instruction Assessment - Candidates will watch a video of classroom instruction and are asked to rate the teachers practice and provide substantial feedback. Candidates responses will be scored via performance rubric.
3. Interview - Candidates are interviewed by a leadership panel inclusive of district central office administrators, school leadership. Interview will cover competencies for analyzing data, decision making, experience leading adults, and diagnosing situations at the campus level.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Spring ISD is partnering with Houston Baptist University (HBU) to provide principal preparation. The program at HBU is designed to prepare school leaders who aspire to become school principals. Candidates will have the opportunity to obtain a masters degree and principal certification or for candidates that already have obtained a masters degree they will have the opportunity to obtain a principal certification. HBU is committed to ensuring that the courses and experiences provided for the residents will offer them with a unique learning opportunity to allow for deep, experiential learning while preparing them as instructional leaders.

Courses that residents will be engaged with throughout the year are: School Law, Texas Teacher Evaluation and Support System (T-TESS), Administrative Theory and Practice, Leadership for Inclusive Schools, School Business Management and Finance, Instructional Leadership and Evaluation, Data Driven Decision Making, Seminar in Educational Leadership, Role of the Principal, and Internship for The School Leader. The courses will prepare the residents for facilitating professional development and promoting a positive school culture. In order to deepen the learning, candidates will work from the following required reading and textbooks: Data Analysis for Continuous School Improvement, Educational Research: Competency's for Analysis and Applications, The Principals Guide to School Budgeting, Practicing the Art of Leadership: A Problem-based Approach to Implementing the Professional Standards for Educational Leaders, Advancing Educational Leadership, Leadership for Increasingly Diverse Schools: Educational Leadership for Equity and Diversity, and Teaching with Poverty in Mind: What being Poor Does to Kids' Brains and What Schools Can Do About It.



**Statutory/Program Requirements (Cont.)**

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

HBU utilizes an advising form which is used to assist in monitoring where the students are within the program. Further, the University uses observation notes, principal pre-observation, observation, and post observation forms to monitor the progress of students. Course syllabi have rubrics and coaching tools that are specific to each course to dive deeper into the learning and growth process with residents.

Coaching questions during the observation tool focus on the leadership standards, goals/outcomes, and personal observation and development. The university supervisor will conduct at least 3 on-site visits with the resident and will work collaboratively with the Spring ISD team to determine appropriate actions steps for resident as they continue through the program based on their course work and experiential learning opportunities.

**Statutory/Program Assurances**

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.



Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

**Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Substitutes	7,500
2. Principal Mentors	10,000
3. Tuition and Fees	100,000
4. Lodging for TEA Institute	5,000
5. Travel (.545 X 177 miles)	1,930
6. Professional Development	5,270
7. Fringe Benefits (per stipend for mentor principal) 3%	300
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Total grant award requested





## Educational Administration

### M.Ed. and Principal Certification

*Beginning August 2018*

*Application Deadline:*

*August 1, 2018*

INFORMATION

HOUSTON BAPTIST UNIVERSITY HINTON BUILDING

## School Leadership

National and state leadership standards emphasize the need for campus leaders to be effective instructional and transformational leaders who influence school improvement. Principals have become increasingly responsible for creating and sustaining healthy organizational cultures which focus on the goal of ensuring every child receives high-quality instruction. Houston Baptist University has accepted the challenge to support public and private schools in their efforts to create learning communities where every child is valued.

### Leadership Preparation

The Education Leadership program at HBU is designed to prepare school leaders for this challenge. Our program is intended for educators with a minimum of two years of K-12 teaching experience who wish to become public school principals or district administrators. The 36-hour program structure allows teachers to complete their master's degree and TExES Certification requirements in two years of part time enrollment while working full time. Education

Administration courses are taught by full-time HBU faculty and adjuncts who have extensive school leadership experience. Courses are offered in hybrid format (a blend of traditional class sessions and on-line components). All Education Administration graduate students spend two semesters completing an *on-the-job* internships on their current school campuses. This is an opportunity to learn from those experts in the field, doing the work and making the difference in the lives of children.



### School Leaders...

**Ensure** every student receives high-quality and equitable instruction.

**Ensure** there are high-quality teachers and staff in every classroom and throughout the school.

**Model** a consistent focus on and commitment to improving student learning.

**Establish and implement** a shared vision and culture of high expectations for all staff and students.

**Implement** systems that align with the school's vision and improve the quality of instruction.

**Promote** the success and well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care.

## Degree Plan

EDUC 6320: Research Techniques  
 and Procedures  
 EDAD 5310: Systems Thinking:  
 Theory and Application  
 EDAD 6301: Administrative Theory  
 and Practice (AEL)  
 EDAD 6302: Instructional  
 Leadership and Evaluation  
 EDAD 6303: School Law  
 EDAD 6304: School Business and  
 Management  
 EDAD 6308: Role of the Principal  
 EDAD 6311: Leadership in  
 Inclusive Schools  
 EDAD 6312: Interpersonal  
 Communication and Public  
 Relations  
 EDAD 6313: School Personnel  
 EDAD 6316: Data- Driven Decision  
 Making  
 EDAD 6191: Internship in the  
 Principalship  
 EDAD 6192: Seminar in  
 Educational Leadership  
 EDAD 6193: Internship in the  
 Principalship



## Texas Education Agency Trainings

TEA Mandated Leadership Trainings are included in the leadership development plan:

- Advancing Educational Leadership (AEL)
- Texas Teacher Evaluation and Support System (T-TESS)
- Dyslexia Training
- New Principal TExES 286 Certification Exam and PASEL Preparation



*The instruction in this program is well rounded, knowledgeable, and the professors truly care about the success of their students.*

*Cshenal Jackson 2016 Graduate*

## Admission Requirements

For Administrator M.Ed. and Texas Principal Certification

- 2 or more years teaching experience (Service Record Required)
- 2 recommendation forms (one of which is a principal's recommendation)
- Official Transcripts
- Resume
- Minimum 2.75 GPA
- No GRE required

### FOR MORE INFORMATION, CONTACT

Dr. Julie Fernandez, Assistant Professor  
 Leadership and Counseling  
 Department Chair; Ed. Admin.  
 Program Coordinator  
[jfernandez@hbu.edu](mailto:jfernandez@hbu.edu)  
 Department of Educational  
 Leadership and Counseling  
 College of Education and Behavioral  
 Sciences  
 Houston Baptist University  
 7502 Fondren Road  
 Houston TX 77074-3298







HOUSTON BAPTIST UNIVERSITY HINTON BUILDING

## Educational Administration

### M.Ed. and Principal Certification

*Beginning August 2018*

*Application Deadline:*

*August 3, 2018*

INFORMATION

## School Leadership

National and state leadership standards emphasize the need for campus leaders to be effective instructional and transformational leaders who influence school improvement. Principals have become increasingly responsible for creating and sustaining healthy organizational cultures which focus on the goal of ensuring every child receives high-quality instruction. Houston Baptist University has accepted the challenge to support public and private schools in their efforts to create learning communities where every child is valued.

### Leadership Preparation

The Education Leadership program at HBU is designed to prepare school leaders for this challenge. Our program is intended for educators with a minimum of two years of K-12 teaching experience who wish to become public school principals or district administrators. The 36-hour program structure allows teachers to complete their master's degree and TExES Certification requirements in two years of part time enrollment while working full time. Education

Administration courses are taught by full-time HBU faculty and adjuncts who have extensive school leadership experience. Courses are offered in hybrid format (a blend of traditional class sessions and on-line components). All Education Administration graduate students spend two semesters completing an *on-the-job* internships on their current school campuses. This is an opportunity to learn from those experts in the field, doing the work and making the difference in the lives of children.



### School Leaders...

**Ensure** every student receives high-quality and equitable instruction.

**Ensure** there are high-quality teachers and staff in every classroom and throughout the school.

**Model** a consistent focus on and commitment to improving student learning.

**Establish and implement** a shared vision and culture of high expectations for all staff and students.

**Implement** systems that align with the school's vision and improve the quality of instruction.

**Promote** the success and well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care.



---

# HBU

HOUSTON BAPTIST  
UNIVERSITY

## **PRINCIPAL PRACTICUM**

Forms and Templates



## Educator Preparation Program Summary of Principal Intern Supervision

Fall of \_\_\_\_\_(year)

Spring of \_\_\_\_\_(year)

The deadline for submission is the last day of classes the semester the interns complete the practicum. Submit the completed practicum documentation to the COEBS Director for the Center for the Preparation of Professional Educators (CPPE) with the following attached documents: 1) observations signed by the Intern, and University Supervisor, and 2) any other relevant artifacts of the Principal Internship experience.

Principal Intern \_\_\_\_\_ H \_\_\_\_\_ Phone \_\_\_\_\_  
University Supervisor \_\_\_\_\_ Email \_\_\_\_\_  
District \_\_\_\_\_ Campus \_\_\_\_\_  
Principal/Mentor \_\_\_\_\_ Email \_\_\_\_\_

	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
CONTACT					
Intern Signature				Date	
University Supervisor Signature				Date	

Notes/Additional Support (include dates and a summary of support):

---

---

---

---

---

---

---

---

---

---

	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
<b>POST- CONFERENCE</b>					
Intern Signature				Date	
University Supervisor Signature				Date	

**Notes/Additional Support** (include dates and a summary of support):

---



---



---

	Date	Start Time	End Time	Duration (00:00)	Notes Summarize key themes
<b>THIRD CONTACT</b>					
Intern Signature				Date	
University Supervisor Signature				Date	

**Notes:**

---



---



---

### DOCUMENT SUBMISSION CHECKLIST

- ☐ First, second, and third contacts completed
- ☐ Observation and post-conference completed
- ☐ Survey Acknowledgement form (all signatures have been collected)
- ☐ Surveys completed by the Principal Intern (2), University Supervisor (2), at a minimum

Satisfactory	Unsatisfactory	Date	Final Assessment of Candidate's Internship Experience	
			Principal Intern Signature	
			University Supervisor Signature	
			Principal/Mentor Signature	

\* This form will be completed by the University Supervisor and submitted to the Director of the Center for Preparation of Professional Educators (CPPE) when end-of-semester grades are posted.

[illegible][illegible][illegible]

UNIVERSITY SUPERVISOR \_\_\_\_\_ SIGNATURE \_\_\_\_\_



**PRE-CONFERENCE** Start Time \_\_\_\_\_ End Time \_\_\_\_\_ Duration \_\_\_\_\_

\*Requires written "COMMENTS" specifying observed, shared or recorded evidence if scoring 1=Needs Improvement or 3=Proficient is the goal.

## COMMENTS

[illegible]

Needs Improvement	Developing	Proficient
----------------------	------------	------------

#### STANDARD 4: SCHOOL CULTURE

*The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.*

• The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.			
• The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.			
• The principal purposefully engages families and community members in meaningful student learning experiences.			
• The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.			
• The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.			

#### COMMENTS

---



---



---

#### STANDARD 5: STRATEGIC OPERATIONS

*The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.*

• Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.			
• Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.			
• Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.			
• Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.			

#### COMMENTS

---



---



---

University Supervisor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Intern \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Mentor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Standards addressed: PPR I.I.001, I.I.002, I.I.003, I.I.004, I&III.III.007, I&III.III.008, I&III.III.009, I&III.III.010; TX TA: All; Tx EC-6 Core, 4-8, 7-12, or EC-12: All; In TASC: All; ACEI: All; AMLE All; NCTM: All; NCTE: All; NCSS: All; NSTA: All; CEC: All; AAHE: All; NASPE: All; ACTFL/CAEP: All; TESOL: All; IDA A 1,2,3, E-6,1,2: TTS All

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings visible.

[illegible]

UNIVERSITY SUPERVISOR \_\_\_\_\_ SIGNATURE \_\_\_\_\_

**Tentative Schedule**  
**Principal Certification Only- 18 Hours**  
**Starting August 2018**

**Course Sequence\***

**Fall 2018**

EDAD 6301: Administrative Theory and Practice (Advancing Educational Leadership- AEL)  
EDAD 6311 Leadership for Inclusive Schools  
EDAD 6191: Internship in the Principalship

**Spring Fast Term 2020**

Texas Teacher Evaluation and Support System (T-TESS) 3-day training

**Spring 2019**

EDAD 6304: School Business Management and Finance  
EDAD 6302: Instructional Leadership and Evaluation  
EDAD 6193: Internship in the Principalship

**May Fast Term**

EDAD 6192: Seminar in Educational Leadership  
*TExES Practice Exam*

**Summer I 2019**

EDAD 6316: Data- Driven Decision Making

\*School Districts have the option to add courses to this schedule based on district improvement plans.

Campus ☐ District Cohort ☐

## Master of Education: Educational Administration ADVISING FORM

H# \_\_\_\_\_ NAME \_\_\_\_\_  
 Address \_\_\_\_\_  
 Street \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
 Day Phone ( ) \_\_\_\_\_ Cell Phone ( ) \_\_\_\_\_ Evening Phone ( ) \_\_\_\_\_  
 Catalog Year \_\_\_\_\_ HBU Email \_\_\_\_\_

To following courses are required for completion of this degree:

Master of Education – Educational Administration					
Course	Number	Title Description	Semester/Year	Semester Hours	Grade (Office Use Only)
EDUC	6320	Research Techniques and Procedures		3	
EDAD	5320	Systems Thinking: Theory and Practice		3	
EDAD	6301	Administrative Theory and Practice		3	
EDAD	6302	Instructional Leadership and Evaluation		3	
EDAD	6303	School Law		3	
EDAD	6304	School Business Management and Finance		3	
EDAD	6308	The Role of the Principal		3	
EDAD	6311	Leadership for Inclusive Education		3	
EDAD	6312	Interpersonal Communication and Public Relations		3	
EDAD	6313	School Personnel Leadership		3	
EDAD	6316	Data Driven Decision Making		3	
EDAD	6191	Internship in the Principalship I		1	
EDAD	6192	Seminar in Educational Leadership		1	
EDAD	6193	Internship in the Principalship II		1	
Total				36	

### Degree Requirements for Graduation

Current GPA \_\_\_\_\_  
 Admitted to Candidacy \_\_\_\_\_ (Date)  
 Written Comprehensive Examination \_\_\_\_\_ (Date)  
 Degree Plan on file \_\_\_\_\_ (Date)  
 Teacher Service Record \_\_\_\_\_  
 Practice Exam \_\_\_\_\_ (Date)  
 Recommendation from School \_\_\_\_\_ (Date)  
 Candidate must complete degree within five years  
 Apply for Graduation \_\_\_\_\_ (Date)  
 Apply for Graduate TEP \_\_\_\_\_ (Date)  
 Acceptance letter and acknowledgement \_\_\_\_\_ (Date)

PROGRAM STATUS (Circle):      Good Standing      Academic Probation      Academic Suspension

Other Certification for consideration \_\_\_\_\_

ADVISING FOR \_\_\_\_\_ SEMESTER/YEAR

Courses Advised	Additional Comments	Advising Venue/Date

- Prior to 12 Graduate Credit hours, file degree plan and major declaration
- No Grade Below "C". Overall GPA 3.00 or higher
- May transfer no more than 6 credit hours from another institution

### FOR CERTIFICATION CANDIDATES:

- If seeking initial certification in 7-12 Math or Science documentation of 15 undergraduate upper level courses in content area. All others initial certifications 12 hours in content area.
- Make an appointment to receive approval to take the practice certification examination on campus
- (You will be eligible to take the state exam upon results of 80% or better AND approval from the Dean or Dean's designated representative.)
- Service records must be provided (district) for certifications such as Principal, School Counselor, Educational Diagnostician, Master Technology Teacher or

## HBU: M.Ed. Education Administration Course Descriptions

### **EDUC 6320 Research Techniques and Procedures - (3 hours)**

This course is a study of investigations relating to schooling with applications suitable to the role of the principal. It includes examination of reports from abstracts and original sources, valid research criteria in making written evaluations, and applications in specific field settings.

### **EDAD 5320- Systems Thinking: Theory and Application (3 hours)**

This course will provide an overview, background and foundation in systems theory and performance technology. This focus will assist in developing a vision of teaching and learning with technology as a major component. Topics covered include performance technology, general systems theory, needs assessment, and change management. A class project, including a needs assessment and final report of potential solutions is required of all students.

### **EDAD 6301- Administration Theory and Practice (3 hours)**

This course explores theory and practices related to organizational behavior, development, models, and change; shared decision-making; and instructional leadership. Major topics include the new roles of school leaders, issues related to school reform, community and stakeholder involvement, improvement of the teaching and learning environment, enhancing student achievement, and ethics.

Advancing Educational Leadership (AEL) training is included in this course. Online students must take AEL on HBU Campus. TEA does not allow AEL or T-TESS to be taught online.

### **EDAD 6302- Instructional Leadership and Evaluation (3 hours)**

This course will study major issues, problems, and trends in Instructional Leadership. An analysis of leadership skills required of the principal in the areas of curriculum, supervision, group processes, organization for school improvement, and staff development will be emphasized.

### **EDAD 6303- School Law (3 hours)**

This course explores legal and ethical issues that arise in elementary and secondary schools. It provides school leaders with the knowledge necessary to understand and prevent legal problems, and helps school leaders think through questions of educational policy and ethics that legal disputes raise but do not resolve. Topics include liability for student injury, due process, search and seizure, staff appraisal, employment discrimination, church/state conflicts, control over the curriculum, the expression of controversial views, legal and ethical issues related to the financing and adequacy of state school finance plans, and the schools' authority to make rules governing student and teacher conduct. The course also reviews federal, state and local policies related to equal opportunity, including: school accountability, bilingual education, sexual discrimination and harassment, privacy issues, affirmative action, and the education of exceptional children.

### **EDAD 6304- School Business Management and Finance (3 hours)**

## HBU: M.Ed. Education Administration

### Course Descriptions

for personnel needs, job analysis and evaluation, job descriptions, salaries, maintenance of morale, evaluation of personnel, and other employee services. This course includes fundamental issues related to the development of personnel, entry-level knowledge of staff appraisal, adult learning and development, and professional development.

#### **EDAD 6316 -Data- Driven Decision Making (3 hours)**

This course enables school leaders to enhance their understanding of how consistent and systemic use of data shifts school cultures toward learner-centered communities that recognize achievement gaps in learning among student populations. Through the analysis of data, candidates learn a process for collaboratively inquiring with school faculty to identify significant student learning problems, design research-based intervention strategies, and monitor effectiveness, which contribute to building school capacity and instructional expertise. Through data-driven dialogue, candidates practice and learn facilitation strategies to establish high performing teams and enhance personal accountability. Candidates explore achievement gaps related to minority and special populations and recognize how their personal belief systems and expectations may impact schooling practices. A focus on literacy or math content will enable candidates to frame a context in which to explore issues related to diverse learners and equitable practice.

#### **EDAD 6191/ Internship in the Principalship (1 hour)**

#### **EDAD 6193 Internship in the Principalship (1 hour)**

#### **Prerequisite: 24 hours of completed coursework**

This course is a two semester internship designed to provide field experiences in school leadership at the campus level with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. The candidate is assigned to work with a certified campus leader for a minimum of 160 clock hours in the field in the time period of over two semesters. In the overall two-semester experience, the candidate is given experiences in applying management fundamentals to an on-going school program. Each of the topics in the contract and syllabus is developed by assignments, discussions, required reading, and reports. The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice. *Texas Teacher Evaluation and Support System (T-TESS) appraisal training is included as a requirement of the internship.*

#### **EDAD 6192: Seminar in Educational Leadership (1 hour)**

#### **Prerequisite: EDAD 6302, 6303 and 6304**

This course is designed to help students prepare for the Texas Examination of Educator Standards (TExES 268) for state principal certification. The course will focus on content and sample questions from the authorized preparation manual for the state principal examination distributed by the National Evaluation Systems, Inc. Information will also be utilized from the state publication Proficiencies for Leaders in Learner-Centered Schools and other appropriate

# **HOUSTON BAPTIST UNIVERSITY**



**The College of Education and Behavioral Sciences**

**School of Education**

**Houston Baptist University**

**Syllabus and Handbook**

**EDAD 6191 & 6192**

**Department of Leadership and Counseling**

**Houston Baptist University  
College of Education and Behavioral Sciences**

**The College of Education and Behavioral Sciences**  
**School of Education**  
**Houston Baptist University**  
**Course Syllabus and Handbook**  
**EDAD 6191-01 Internship in the Principalship**  
  
**Department of Leadership and Counseling**

### **COURSE DESCRIPTION**

This course is a two-semester internship designed to provide field experiences in school leadership at the campus level with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. The candidate is assigned to work with a certified campus leader for a minimum of 160 clock hours in the field in the time period of over two semesters. In the overall two-semester experience, the candidate is given experiences in applying management fundamentals to an on-going school program. Each of the topics in the contract and syllabus is developed by assignments, discussions, required reading, and reports. The curricula for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice

Prerequisite: Completion of at least 24 hours in the EDAD program

This course provides for administrative internship at the home campus of the student with the supervision of a campus-based administrator and a university supervisor.

### **INSTRUCTOR INFORMATION**

Name:

E-mail:

Office Phone:

Office Location:

Office Hours:

Day(s) and Time Course Meets:

Day and Time of Final Exam:

### **LEARNING RESOURCES**

*Internship for the Principalship Manual*

### **COURSE OBJECTIVES**

<b>Objectives/Learning Outcomes</b>	<b>Activities (*indicates field- based activity)</b>	<b>Performance Assessment</b>	<b>Standards: Texas Chapter 149 Standards (TAC) PSEL Standards ELCC Standards</b>
1. Interns will participate in planned intern activities to allow for application of knowledge and skills on a full-time basis (9-12 hrs./wk.).	*Activity Log	Activity Log	TAC 1-5 PSEL1-10 ELCC 7.1 TExES 268 Domains I-VI
2. Interns will apply skills and knowledge articulated in the TAC, PSEL, and ELCC standards educational leaders.	*Internship Activities	Internship Activities	TAC 1-5 PSEL 1-10 ELCC 1-7

- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

### **RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

The mission of The College of Education and Behavioral Sciences is to prepare students to be effective professional educators, administrators, counselors, researchers, and citizens who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in the art, science and practice of teaching;
- essential learning experiences that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their Christian mission and calling as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the College of Education, this course will provide learning experiences that are founded on current theoretical and practical knowledge to develop as a successful educational administrator. Learning experiences will provide knowledge and skills based on administrative theories and practical applications. Graduate students will develop a foundational understanding of the components and interactions of administration in the educational field all within a Christian perspective.

### **RELATION TO THE MISSION OF THE UNIVERSITY**

- The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."
- In relation to the mission of the University, this course will provide a practical learning experience that will help to prepare the student for the position of assistant principal or principal through opportunities to interact with practicing school administrators and addressing tasks that school administrators address throughout the year (i.e.: understanding data to make decisions, communicating with parents and staff, addressing student discipline, observing teachers to provide feedback on how to improve instruction).

<b>Nine</b>	Executive Leadership & Human Capital	Leadership Observation (face to face w/h HBU Supervisor) OR <i>Campus Student Manual</i>	Observation (face to face w/h HBU Supervisor) or <i>Teacher Policies</i>
<b>Week Ten</b>	Instructional & Executive Leadership & Human Capital	<b>Due:</b> Assessment-Leadership Observation (face to face w/h HBU Supervisor) OR <i>Campus Student Manual</i>	<b>Due:</b> Assessment- Leadership Observation (face to face w/h HBU Supervisor) or <i>Teacher Policies</i>
<b>Week Eleven</b>	Instructional Leadership & Human Capital	<b>Due:</b> Teacher Observation using T-TESS - Calibration with campus administrator - Teacher Permission	<b>Due:</b> Teacher Observation using T-TESS -Calibration with campus administrator -Teacher Permission
<b>Week Twelve</b>	School Culture & Strategic Operations	<b>Due:</b> Demographic Study	<b>Due:</b> Cultural Competence Audit
<b>Week Thirteen</b>	Instructional & Executive Leadership & Human Capital	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)
<b>Week Fourteen</b>	Instructional & Executive Leadership or Human Capital	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)
<b>Week Fifteen</b>	Instructional & Executive Leadership & Human Capital	<b>Due:</b> Online Discussion <i>Campus and District New Teacher Mentoring Program</i>	<b>Due:</b> Online Discussion <i>Teachers in Need of Assistance</i>
<b>Week Sixteen</b>	All TPS	<b>DUE:</b> Documentation of Five Completed Intern Activities Intern Activity Log Online Portfolio Administrator Evaluation and Self evaluation (Earlier due date TBD for graduating students)	<b>DUE:</b> Documentation of Five Completed Intern Activities Intern Activity Log Online Portfolio Administrator Evaluation and Self evaluation (Earlier due date TBD for graduating students)

<b>Eleven</b> November 13	Capital	TESS - Calibration with campus administrator - Teacher Permission
<b>Week Twelve</b> November 20	School Culture & Strategic Operations	<b>Due:</b> Demographic Study
<b>Week Thirteen</b> November 27	Instructional & Executive Leadership & Human Capital	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)
<b>Week Fourteen</b> December 4	Instructional & Executive Leadership or Human Capital	Post Conference or Meeting with Campus Administrator (face to face w/h HBU Supervisor)
<b>Week Fourteen</b> December 4	Instructional & Executive Leadership & Human Capital	<b>Due:</b> Online Discussion <i>Campus and District New Teacher Mentoring Program</i>
<b>Week Fifteen</b> December 11	All TPS	<b>DUE:</b> Documentation of Five Completed Intern Activities Intern Activity Log Online Portfolio Administrator Evaluation and Self evaluation (Earlier due date TBD for graduating students)

#### TEACHING STRATEGIES

1. Online discussions
2. University Supervisor Visits
3. Leadership seminars
  - TExES Principal Certification Exam Preparation Session
  - Teacher Appraisal Training (T-TESS)
  - Advanced Educational Leadership Training (AEL)\*

*\*Candidates who do not have ILD Certification must complete AEL before or after they take the T-TESS training.*

#### Course Outline

##### 1. Seminars

Scheduled to give interns an opportunity to prepare and practice for the TExES Principal Exam-068, T-TESS Training, and AEL Training.

##### 2. Demographic Study

A review of key findings about the characteristics of the school context.

##### 3. The School-Wide Cultural Competence Observation Checklist/Audit

Portfolio (contains Leadership Journey information)-Weebly	Spring		PSEL 1-10 ELCC 1-7
Leadership Framework	Fall	5	TAC 1-5 PSEL 1-10 ELCC 1-7
Resume	Fall & Spring	5	TAC 1-5 PSEL 1-10 ELCC 1-7
5 Year Plan	Spring	5	TAC 1-5 PSEL 1-10 ELCC 1-7
Demographic Study	Fall	10	TAC 1,3,4 PSEL 1,8 ELCC 1.1, 4.1, 4.22
The School-Wide Cultural Competence Audit	Spring	10	TAC 1,4 PSEL1; ELCC 1.1, 1.2
Internship Activities (5 per semester)	Fall & Spring	10	TAC 1-5 PSEL 1-10 ELCC 1-7
Activity Log (80 hours per semester with a minimum total of 160 hours)	Fall & Spring	15	TAC 1-5 PSEL 1-10 ELCC 1-7
Teacher Observations (2) with calibration conferences with administrator using district evaluation system. (1 per semester)	Fall & Spring	10	TAC 2,3,4 PSEL 7 ELCC 2.3
Seminar attendance (AEL, T-TESS, certification test practice, etc....)	Fall & Spring	10	TAC 1-5
Online Discussion or Journal Reflection (2 per semester.	Fall & Spring	5	TAC 3,4 PSEL 6,7 ELCC 4.2, 4.3,.4.4
Leadership Campus Activity (1 per internship) observed by university supervisor includes pre/post conf.	Fall OR Spring	Complete/ Incomplete	TAC 1-5 PSEL 1-10 ELCC 1-7
Campus (face to face) Visits with Intern 135 minimum minutes total per internship over both semesters) 1 site visit to include observation of intern in leadership activity.	Fall & Spring	10	TAC 1-5 PSEL1-10 ELCC 7.1

the rigor and expectations addressed within the College of Education and Behavioral Sciences Graduate Comprehensive Examination.

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.

### **CREDIT HOUR DEFINITION**

Houston Baptist University defines a credit hour as follows:

Internships, clinical, and field experiences require a minimum of forty-five (45) clock hours for each semester credit hour.

### **TEACHING STRATEGIES**

1. Online and/or face to face discussions
2. University Supervisor Visits
3. Leadership seminars which may include:
  - TExES Principal Certification Exam Preparation Session
  - Teacher Appraisal Training (T-TESS)
  - Advanced Educational Leadership Training (AEL)\*

*\*Candidates who do not have ILD Certification must complete AEL before or after they take the T-TESS training.*

### **ATTENDANCE**

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his/her performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. In either case, all applicable attendance policies will be stipulated in the course syllabus.

### **ABSENCE AND TARDY POLICIES**

Please see the catalog currently in use for the University's policy on classroom absences caused in the course of student representation of the University, such as athletics, chorale, and mock trial activities.

### **DROPPING A CLASS**

Once a student registers for a class, the student will receive a grade for the class unless the drop process is completed through the Registrar's Office. **YOU MUST OFFICIALLY WITHDRAW FROM A CLASS** if you intend to drop it. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees.

### **ACADEMIC ACCOMMODATIONS**

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the

consequence; to do so violates faculty and staff's obligation to "train the mind, develop the moral character, and enrich the spiritual lives" (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one's own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community. All academic integrity matters are to be documented in Advocate on the HBU portal which is accessed by clicking on the "Advocate" button.

#### Academic Dishonesty Defined

Academic integrity is violated when academic dishonesty or misconduct has occurred. As a Christian university, HBU views any act of academic dishonesty as a violation of the University's fundamental principles. Academic dishonesty occurs when a student:

1. submits the work or record of someone else as his/her own;
2. copies another's quiz or exam answers, laboratory work, or written assignments (e.g., homework);
3. willfully cooperates with or seeks aid from another student during an academic assessment;
4. has special information for use in an evaluation activity that is not available to other students in the same activity;
5. accesses unauthorized materials during an exam (e.g., cell phone, textbook, prohibited calculators)
6. copies, uses, buys, sells, or otherwise shares any part of an academic assessment (e.g., an exam);
7. works together with other students on assignments that are clearly intended to be individual in nature;
8. prepares assignments (e.g., papers) for another student to turn in as his/her own work;
9. submits work as his/her own when it is not (i.e., plagiarism). This includes quoting or paraphrasing another's work or ideas without citing and referencing appropriately;
10. submits work for one class that has largely been prepared for and submitted for a grade in another class;
11. falsifies or fabricates data or information;
12. falsifies or fabricates fieldwork documentation (e.g., internship hours).

Other forms of academic misconduct include:

1. destroying, concealing, stealing, or otherwise abusing resource materials (e.g., library books);
2. computer misuse, including illegal use or destruction of computer software or hardware, downloading, emailing, or otherwise accessing unauthorized material (e.g., pornographic content, gambling programs), accessing any computer through a login that belongs to someone else, or otherwise engaging in inappropriate or illegal activity (e.g., hacking, tampering with network, harassment) including the aforementioned using HBU wi-fi;
3. unauthorized copying or distribution of copyrighted materials;
4. engaging in research activities with human subjects without the approval of the Research and Development Committee;
5. classroom misconduct, i.e., any conduct which is disrespectful, harassing, aggressive, or otherwise substantially disrupts the progress of the class in the judgment of the faculty member.

The faculty member is responsible for notifying students in every class at the beginning of each term about the Academic Integrity Policy by including the policy in every course syllabus. Students are responsible for knowing and following the policy in all cases. The faculty member or academic administrative officer is responsible for establishing clearly whether academic dishonesty or misconduct has occurred.

where the chair's information about the case is located and will then document in the notes section the judgement rendered. The dean is to also upload in the notes section the student's email and any other documents used in the deliberations. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.

4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal using his/her HBU email account to the Provost. The Provost will make a judgment whether or not to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered: 1) that the process itself is unfair; 2) that the student was not treated fairly in the process. The burden will be on the student to demonstrate with facts and evidence that the process or the treatment was unfair. Depending on the Provost's findings, the matter may be returned to the Standards Committee for further review. The Provost's office will upload any pertinent information related to the case in the same case file in Advocate.
5. A student is permitted to ask the University Ombudsman to serve as an advisor throughout this process; however, the student must make this known to all parties involved in the academic grievance process. At no time should any HBU employee advise a student anonymously or write an appeal document.
6. If a student questions any grade as recorded in the Registrar's Office, the student has a period of one (1) year beginning with the end of the term in which the grade was awarded, or six (6) months after the degree is conferred (whichever comes sooner), to challenge the accuracy of the grade.

## **PLAGIARISM SOFTWARE**

Note that the University utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. Turnitin is now integrated within Blackboard and a class ID and a password are no longer needed.

All major papers for this course will be submitted to the plagiarism prevention software, Turnitin, through the blackboard course on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process.

In accordance with FERPA, and to best protect the student's privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. Student names for submission are ignored and not added to the database submissions. This information is used only to assist the faculty member with grading papers for the appropriate student.

## **CHILDREN IN CLASSROOMS**

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance. For safety reasons, children are prohibited from all laboratories.

## **CLASSROOM BEHAVIOR EXPECTATIONS**

September 2-11	75% Refund for Fall Classes Dropped
September 4	Labor Day
September 12- 13	50% Refund for Classes Dropped
September 13	Census Date/Last date to drop without a "W"
Sept 14 – Dec 15	0% Refund for Classes Dropped
October 2	8:00 am: Priority Registration begins for January 2018 Fast term/Spring 2018/May 2018 Fast term (Graduate Students)
October 20	Fall Break
November 3	Last date to drop with a "W"
November 9 – 10	12:00 am-6:00 pm: Pre-Priority Registration for January 2018 Fast term/Spring 2018/May 2018 Fast term (Athletes/Honors College/Veterans)
November 13	8:00 am: Priority Registration Begins for January 2018 Fast term/Spring 2018/May 2018 Fast term – Students with Senior Standing
November 14	8:00 am: Priority Registration Begins for January 2018 Fast term/Spring 2018/May 2018 Fast term – Students with Junior Standing
November 15	8:00 am: Priority Registration Begins for January 2018 Fast term/Spring 2018/May 2018 Fast term – Students with Sophomore Standing
November 16	8:00 am: Priority Registration Begins for January 2018 Fast term/Spring 2018/May 2018 Fast term – Students with Freshman Standing
1:00 pm, Nov 22 through November 24	Thanksgiving Holiday
December 8	Last Day of Class
December 9	Final Exams for Saturday Classes
December 11	Reading Day/ Faculty Professional Development Program
December 12	6:00 pm: Priority Registration for Spring 2018 closes for end-of-term processing; Registration for the January 2018 and May 2018 Fast term remains open
December 12	4:00 pm: Candidate Grades Due to Registrar's Office
December 12 – 15	Final Exams
December 16	Fall Commencement
December 18	4:00 pm: All Grades Due
December 22	8:00 am: Priority Registration resumes for Spring 2018 Grades Posted for the Fall Semester

#### **LATE WORK & TEST POLICY**

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup. Assignments submitted past the deadline will receive a 20% penalty within the first 48 hours. Assignments turned in after 48 hours can earn a maximum of a 50%.

#### **STUDENT EVALUATION OF INSTRUCTOR**

EDAD 6191/6193 Internship in the Principalship

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they

families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

**International Society for Technology in Education (ISTE) Standards Administrators (2009):** <http://www.iste.org/standards/standards/standards-for-administrators> ISTE Standards for Administrators guide administrators in supporting digital age learning, creating technology-rich learning environments and leading the transformation of the educational landscape.

1. Visionary leadership Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders

b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision

c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital age learning culture Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

a. Ensure instructional innovation focused on continuous improvement of digital-age learning

b. Model and promote the frequent and effective use of technology for learning

c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

d. Ensure effective practice in the study of technology and its infusion across the curriculum

e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in professional practice Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology

<http://www.wallacefoundation.org/knowledge-center/Documents/Professional-Standards-for-Educational-Leaders-2015.pdf>

### **Standard 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

### **Standard 2. Ethics and Professional Norm**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction

#### **Standard 5. Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community

#### **Standard 6. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Effective leaders:

- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

#### **Standard 8. Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

**ELCC Standards - Standards for Advanced Programs in Educational Leadership**  
**(ELCC)ELCC BUILDING LEVEL STANDARDS**

<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOO%3D&tabid=676>

**ELCC Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

**ELCC STANDARD ELEMENTS:**

**ELCC 1.1:** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

#### **ELCC STANDARD ELEMENTS:**

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

#### **ELCC STANDARD ELEMENTS:**

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies

#### **ELCC STANDARD ELEMENTS:**

ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

### **TE<sub>x</sub>ES 268 Principal Framework**

#### **DOMAIN I—SCHOOL CULTURE (School and Community Leadership)**

EDAD 6191/6193 Internship in the Principalship

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
- D. Ensures that parents and other members of the community are an integral part of the campus culture

## **DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)**

### **Competency 003**

The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

### **Competency 004**

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

#### **DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

##### **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

##### **Competency 008**

The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

## **DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY**

### **Competency 011**

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

3. Promotes friendly and healthy relations between the intern and school and between the school and university.
4. Observes and evaluates three forty-five minute administrative situations with the intern taking major roles.
5. Maintains lines of communication with the intern through emails, telephone, and face-to-face conferences.
6. Assists in storing internship records from semester to semester.
7. Submits a final grade for the intern.

## **ASSIGNMENT DESCRIPTIONS**

### **Principal Preparation Program Academic Portfolio**

The academic portfolio contains key assessment components of the Principal Preparation Program. The academic portfolio provides benefits in two ways to our leadership preparation program: (a) candidate evaluation; (b) program evaluation; and (c) serve as a tool in leadership job searches. In addition, the portfolio is designed to help candidates synthesize theories and strategies from graduate coursework and apply them in the field. Candidates are required to create an online portfolio through the Weebly site. **In compliance to FERPA policies, do not include any teacher or student names in the portfolio.**

The final portfolio on Weebly contains the following components:

1. Leadership Journey (Resume, 5-yr Goals, Leadership Framework)
2. Demographic Study
3. School Culture Study
4. Internship Activities and Reflections
5. Internship Activity Log
6. Copy of all forms completed

#### **I. Leadership Journey for Portfolio (Fall and Spring)**

##### **A. Resume for the Principal Preparation Program Academic Portfolio (Fall and Spring)**

A resume for a leadership position is different than one used for a teaching position. Candidates must create a professional resume designed for the purpose of securing a leadership position. The resume should be organized in a logical format typically with strengths listed first to project a positive image. Key Ideas: FORMAL, FACTUAL AND CONCISE

Submit a resume that includes the following (in this order):

- a. Personal Data- Demographic data such as address (physical, email and electronic portfolio), home phone number, mobile phone number
- b. Objective
- c. Leadership Highlights (consider any leadership positions or moments you lead a training or a team of teachers)
- d. Certifications
- e. Applicable leadership experience (if any)

should enable the candidate to understand the school and community and potential areas for improvement (ELCC 1.4). The demographic study provides a professional development tool for candidates to identify areas to improve student achievement (ELCC 2.4). This demographic analysis identifies potential community stakeholders and facilitates the stewarding of a school vision that capitalizes on diversity (ELCC 1.5).

The demographic study will focus on a selected campus. The study should include a summary of demographic data of the school, a brief history of the school, political and geographical characteristics of the school attendance area, background of the professional and support staff the school, and an overview of student performance data for the school.

Submit a written report that outlines the following:

1. **Historical Background of the Community and The School**
2. **Campus Governance**
3. **Enrollment/Growth/Achievement**
4. **Political and Geographical Characteristics of the School Attendance Area**
5. **Professional Staff**
6. **Artifacts Needed:**
7. **Synthesize the demographic information and write a response to the following:**

See Appendix B for components/questions that respond to each of above.

### **III. School Culture Audit (Spring)**

1. Conduct a Culture Audit in your classroom or school. A “culture audit” is a tool for assessing school culture by examining policies, programs, practices, artifacts, history, traditions, events, quantitative data, etc. Like a financial audit, it can be used to reveal strengths and weaknesses in the way schools address the needs of diverse groups. Based on this data, school improvement action plans can be developed that can more effectively support the success of all students by enhancing organizational cultural proficiency.
  - a. The culture audit that you will conduct contains 2 phases:
    - i. Participant observations (“walk-throughs”). You will be a participant observer in assessing the culturally proficient your classroom or school currently is. You will be given a cultural proficiency observation checklist to guide you in your walk-through observations and anecdotal note-taking. “Walk-throughs” must be made on two or more separate occasions and in different places (teachers’ lounge, hallways, cafeteria, playground, classrooms, etc.). See audit checklist in the back of this manual **Appendix C**.
    - ii. Complete a **Cultural Proficiency Action Plan** based on your audit findings.
  - b. Once data has been collected and analyzed from your culture audit, you will use this information to identify strengths and weaknesses in your classroom’s or school’s policies,

**INTERNSHIP HOURS LOG:** (This log is a separate spreadsheet under Course Documents). Student will keep the log throughout the semester and submit at the end of each semester. The log will be signed by the intern and campus supervisor. Total time will tally in the spreadsheet.

Internship Hours Log					
Date	Start Time	End Time	Total Time	Task	Description
			0:00		
			0:00		
			0:00		
			0:00		
			0:00		
			0:00		
			0:00		
			0:00		

#### **VI. Teacher Observation**

Intern will participate in 2 (1 per semester) teacher classroom observations with calibration conferences with administrator using district evaluation system.

#### **VII. Online Discussion/Journal Reflection**

Participation in discussion board forum/journal reflections on topics relating to TAC and PSEL Principal Standards.

#### **VIII. Intern Leadership Activity**

Candidates will be independently responsible for conducting/leading a campus leadership activity. Activities may include: faculty meetings, professional development, parent/teacher conferences, Professional Learning Community meeting, district training/disbursement of information, etc... The HBU supervisor and intern will have a pre/post conference regarding this leadership activity. Leadership Activity observation will occur once, either during 6191 or 6192.

#### **IX. Campus/Site Visits**

Students will participate in visits with the HBU supervisor to total a minimum of 135 minutes per internship. The visits may occur on the HBU campus, on the intern's school campus or electronically or telephone. On one of the campus site visits, the HBU supervisor

	<input type="checkbox"/> Culture Audit Findings <input type="checkbox"/> Essential Needs Areas <input type="checkbox"/> Barriers to Cultural Proficiency <input type="checkbox"/> Proposed Action Plan to Address Needs and Barriers		
	Total :	100	

**Five Year Goals for the Principal Internship Portfolio Rubric**  
**Points Possible- 25**

<b>Five Year Goals Components</b>	<b>Aspects that Must be Included</b>	<b>Points Possible</b>	<b>Points Earned</b>
	____ List your professional goals for the next five years	10	
	____ Explain why the goals that you selected are important to you	15	
<b>TOTAL:</b>		<b>25</b>	

**Leadership Framework for the Principal Internship Portfolio Rubric**  
**Points Possible- 50**

<b>Framework Components</b>	<b>Aspects that Must be Included</b>	<b>Points Possible</b>	<b>Points Earned</b>
	____ Your philosophy of education	10	
	____ Your vision for learners	10	
	____ Your vision for teachers	10	
	____ Your vision for the campus	10	
	____ Method of vision attainment	10	
<b>TOTAL:</b>		<b>50</b>	

# Principal Internship Menu Activities Rubric (5 per semester)

Points Possible- 50

Menu Activities	Aspects that Must be Included	Points Possible	Points Earned
1	<input type="checkbox"/> Artifact <input type="checkbox"/> Describe <input type="checkbox"/> Analyze <input type="checkbox"/> Appraise <input type="checkbox"/> Transform	10	
2	<input type="checkbox"/> Artifact <input type="checkbox"/> Describe <input type="checkbox"/> Analyze <input type="checkbox"/> Appraise <input type="checkbox"/> Transform	10	
3	<input type="checkbox"/> Artifact <input type="checkbox"/> Describe <input type="checkbox"/> Analyze <input type="checkbox"/> Appraise <input type="checkbox"/> Transform	10	
4	<input type="checkbox"/> Artifact <input type="checkbox"/> Describe <input type="checkbox"/> Analyze <input type="checkbox"/> Appraise <input type="checkbox"/> Transform	10	
5	<input type="checkbox"/> Artifact <input type="checkbox"/> Describe <input type="checkbox"/> Analyze <input type="checkbox"/> Appraise <input type="checkbox"/> Transform	10	
POINTS TOTAL:		50	

supporting evidence and concepts from the readings or a related experience. Include a reference, link, or citation when appropriate.		
<b>Mechanics:</b> Be aware of grammar and sentence mechanics. Use proper etiquette. Remember that being respectful is critical.	0-5	
	50 points total available	Student Score: /50

## Leadership Activity/Pre/Post Conference Needed

### APPENDIX B: Demographic Study Components

#### 1. Historical Background of the Community and The School

- What is the history of the city or community?
- How was the area, community, or neighborhood developed?
- Who were some of the individuals recognized as pioneers of the community?
- Are there any important historical events related to the school to note?
- How many schools and facilities are contained in the district?
- When was the campus opened?
- Why was the campus given its specific name?

#### 2. Campus Governance

- Review the campus organizational chart (create/provide a diagram of the organizational chart).
- What is the chain of command in the school?
- How is the campus site-based committee selected and how does it function?

#### 3. Enrollment/Growth/Achievement

- What is the district enrollment? (disaggregate by ethnicity, socio-economics, grade level, etc.).
- What is the school enrollment? (disaggregate by ethnicity, socio-economics, grade level, etc.).
- What are the strong and weak areas of student performance on state exams?

#### 4. Political and Geographical Characteristics of the School Attendance Area

- What are the socio-economic levels of the families?
- How active are families in various school activities?
- How is the PTO/PTA organized?
- Are there any significant geographical characteristics that might impact students or families?

## APPENDIX C: Culture Audit Checklist

### THE SCHOOL-WIDE CULTURAL COMPETENCE CHECKLIST

<b>School District:</b>	
<b>School:</b>	
<b>Principal:</b>	
<b>Researcher(s):</b>	
<b>Review Date:</b>	

**Instructions:** Rate on a scale of 1 to 5 (1= Never 2= Almost Never 3= Sometimes 4= Almost Always 5= Always) the extent to which you observe each of the following criteria for cultural competence. Circle the number which represents your perceptions. Please note or provide evidence or documentation to support your rating.

	Observation Area/Domain and Criteria	Scale	Evidence/Documentation
<b>School Vision/Mission</b>			
1	There is a school Mission Statement or Vision Statement that includes a stated commitment to diversity and/or global citizenry.	1 2 3 4 5	
<b>Curriculum</b>			
2	Literature selections in the curriculum reflect a variety of cultural perspectives (classrooms and library).	1 2 3 4 5	

**Confidential**

© Bustamante and Nelson, 2007. *The School-Wide Cultural Competence Observation Checklist*. All rights reserved.

	Observation Area/Domain and Criteria	Scale	Evidence/Documentation
7	There is a variety of student leadership opportunities for all students.	1 2 3 4 5	
8	Students of different groups integrate socially outside of the classroom.	1 2 3 4 5	
9	There are identified support programs to promote achievement and retention of lower achieving groups.	1 2 3 4 5	
10	Students are involved in community service and service learning activities.	1 2 3 4 5	
11	There is a program in place to facilitate the adaptation of NEW students into the school and classroom.	1 2 3 4 5	

Confidential

© Bustamante and Nelson, 2007. *The School-Wide Cultural Competence Observation Checklist*. All rights reserved.

	Observation Area/Domain and Criteria	Scale	Evidence/Documentation
16	Professional development is offered that addresses:  a) race/ethnicity/nationality  b) sexual orientation  c) special needs  d) language and dialect	1 2 3 4 5  1 2 3 4 5  1 2 3 4 5  1 2 3 4 5	
17	Informal teacher leadership roles are recognized.	1 2 3 4 5	
18	Professional development is focused and long term.	1 2 3 4 5	
<b>Teaching and Learning</b>			
19	Instruction is differentiated to address students with special needs, while challenging all students.	1 2 3 4 5	

Confidential

© Bustamante and Nelson, 2007. *The School-Wide Cultural Competence Observation Checklist*. All rights reserved.

	Observation Area/Domain and Criteria	Scale	Evidence/Documentation
24	Parent involvement programs exist for all culture groups.	1 2 3 4 5	
25	National and global ties are established through partnerships with similar organizations.	1 2 3 4 5	
26	The electronic community is realized and utilized for relationship building and sourcing best practices.	1 2 3 4 5	
<b>Conflict Management</b>			
27	The inevitability of intercultural conflict is recognized by peer mediation programs and/or other proactive approaches to conflict resolution.	1 2 3 4 5	
28	Practices to ensure classroom and school safety for all are in place (e.g. including systems for addressing bullying or developing positive student relations).	1 2 3 4 5	

Confidential

© Bustamante and Nelson, 2007. *The School-Wide Cultural Competence Observation Checklist*. All rights reserved.

**Comments:**

**APPENDIX D: INTERNSHIP FORMS**

- **Candidate/Intern Principal Internship Agreement**
- **Candidate/Intern Information Sheet**
- **Cooperating Campus/Site Administrator Principal Internship Agreement**
- **Teacher Observation Release**
- **Cooperating Campus/Site Administrator Evaluation of Candidate**
- **Candidate/Intern Self Evaluation**
- **Candidate/Intern Leadership Activity (pre-observation-post)**
- **HBU Supervisor Log Sheet**

## HBU Intern Information Sheet

### Intern Candidate Information

Name

Last    First

## Phone Numbers

Mobile

Work \_\_\_\_\_

Home

***Note: I will be contacting you through the HBU email system. Please double check whether the email address you gave HBU is current. Please check your HBU email daily.***

Planning Period \_\_\_\_\_

Your Current Position \_\_\_\_\_

Years of Experience \_\_\_\_\_ Years in Current Position \_\_\_\_\_

### Current Certifications

**Academic/ Professional Information**

Expected Date of Graduation \_\_\_\_\_

Have you taken the TExES Principal Certification Exam? Circle: NO YES  
Date Taken:

Why do you want to be a campus administrator?

Leadership Experience

Professional Organizations

**Houston Baptist University**  
**College of Education and Behavioral Sciences**  
**Cooperating Site Administrator Evaluation of Candidate**

Name of Intern: \_\_\_\_\_

Cooperating Administrator: \_\_\_\_\_

Please use the chart below in evaluating the performance of the candidate who has been an intern under your supervision by placing an "X" in the appropriate column. Upon completion of this evaluation form, please return to the candidate.

ELCC STANDARDS	Above Average	Average	Below Average
1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.			
2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.			
3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.			
4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.			
5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.			
6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.			

**GIVE A COPY TO THE UNIVERSITY SUPERVISOR**

**Houston Baptist University**  
**College of Education and Behavioral Sciences**  
**Candidate/Intern Self Evaluation**

Name of Intern: \_\_\_\_\_

Cooperating Administrator: \_\_\_\_\_

Please use the chart below in evaluating your performance by placing an "X" in the appropriate column. Upon completion of this evaluation form, please return to the university supervisor.

ELCC STANDARDS	Above Average	Average	Below Average
1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.			
2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.			
3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.			
4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.			
5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.			
6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.			

**GIVE A COPY TO THE UNIVERSITY SUPERVISOR**

**Houston Baptist University  
Teacher Observation Release Form**

**Introduction**

- You are being asked to allow a principal intern to observe a lesson in your class for the sole purpose of practicing the appraisal process.
- You were selected as a possible participant because your campus administrator recommended you to model effective teaching strategies
- We ask that you read this form and ask any questions that you may have before agreeing to be in the observation.

**Purpose of Observation**

Prospective leaders need practice observing teacher lessons and giving clear and meaningful feedback. The principal intern who will observe you has been trained to use the Texas Teacher Evaluation and Support System (T-TESS) appraisal tool. For this intern to become an effective instructional leader, he/she must observe teachers and calibrate the results with a campus administrator.

**Description of the Study Procedures**

- If you agree to allow this observation, you will be asked to do the following things:
  1. Allow the principal intern to observe you and your campus administrator during a pre-conference.
  2. Allow the principal intern sit with your campus administrator during a planned observation.
  3. Allow the principal intern to calibrate his/her score and evidence with the campus administrator.
  4. Allow the principal intern to observe you and your campus administrator in a post-conference.

**Assurances**

- The observation results by the principal intern cannot be used as documentation towards a teacher's renewal process.
- The observation evidence is confidential and will not be shared with anyone except the campus administrator for calibration purposes only and the principal intern's university supervisor for coaching purposes.
- This observation is anonymous. The principal intern will not be collecting or retaining any information about your identity.
- The records of this study will be kept strictly confidential.

**Right to Refuse or Withdraw**

NAME OF INTERN:

SCHOOL:

SEMESTER:

**HOUSTON BAPTIST UNIVERSITY  
PRINCIPAL INTERN SUPERVISOR'S SEMESTER LOG SHEET**

Note to University Supervisor: This log sheet is to be completed and filed in intern's department file when practicum/internship is completed. Definitions of types of site visitation are as follows:

- (1) **VISIT:** Supervisor visits school site cooperating personnel; there is no significant observation of educational principal intern's performance or a conference of significance.
- (2) **CONFERENCE:** Supervisor visits school site and has an evaluative conference of significance with principal intern; no significant observation of Intern performance is made.
- (3) **OBSERVATION/ONE-ON-ONE CONFERENCE WITH INTERN:** Supervisor visits school site and observes Intern –or they may meet to review what was accomplished if it was of a confidential nature; there may also be an evaluative conference of significance.
- (4) **IN-SERVICE:** Supervisor facilitates trainings for the interns or their cooperating campus mentors.

**RECORD OF VISITATION:** (Double click on chart to access the spreadsheet)

Remember during an intern's semester, the supervisor must meet at least **135 minutes** three times during the two semesters of the internship.

University Supervisor's Printed Name:

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date\

## APPENDIX E: INTERNSHIP MENU ACTIVITIES

Activity #	Activities	TPS Standards	PSEL Standards	ELCC Standards	ISTE Standards	TEXES Comp.	Project Completion Date
<b>Human Capital</b>							
1	Find and summarize your district's policy for recruit/hire/retention and dismissal of teachers. How are contract decisions made and what is the timeline?	2	2d; 3c; 6a, b	2.3;3.5		001h;003e;006d	
2	Assist in the creation of interview questions for prospective applicants for an opening at your school. Attend the job interview and document the process for interviewing, selecting and hiring a teacher or staff member for your campus.	2	2d; 3c; 6a, b; 9b	2.3;3.5	4c	001h;003e;006d	
3	Attend a job fair and document the processes for selecting teachers to interview. Assist your principal or HR personnel in "selling" your school or district to highly qualified applicants.	2	2d; 3c; 6a, b; 9b	2.3;3.5		001h;003e;006d	
4	Observe a teacher who is in his/or her first three years of teaching. Give	2	6e	2.2;2.3	3 a, b	005a, c, e;006d, e	

EDAD 6191/6193 Internship in the Principalship





21	how the PLC made progress over time. ESL, Bilingual- Attend a Title II meeting and review paperwork associated with tracking student progress. Write how the progress is being monitored. Interview 2 ELL or bilingual teachers and ask about how they differentiate instruction for their students. How do they track progress?	1	1a,c,e;2c,d,e;3a,b,c,e,f,g,h; 4a,b,c,d; 5b,f; 7d	1.3;1.4;2.1;3.5;4.1;5.3;5.4;5.5	003f,g,h,i;004a,c,d;005d,e,g,h,i,k	
22	Interview a lead counselor or instructional administrator about the impact of the master schedule on instruction. Give examples of best practices.	1	9 a, b, e, f, g, l	4.1;4.2;4.3	005j;009b,c,d	
23	Actively assist in the coordination and supervision of testing procedures. Participate in the delivery of the code of ethics for staff in relation to the testing process. Work closely with the testing administrator to learn	1	2 a, b, c, d, e, f	5.1;5.2	003a,b,c,d;003d;005e	

28	the school. Attend 2 ARD meetings. Document the role of the administrator. Prior to attending the meeting, review test data, psychological profile, and observe the student. Examine the IEP for compliance. (These meetings must be for students not currently in your class.)	1	1a,b, c, d, e; 2c, d, f; 3 a, b, c, d, e; 5a, b, d, e, f	4.2;5.4;5.5	001a,d;003c,dg,h;005d, h,k;009d	
29	Interview a counselor or CTE representative about the impact of HB5 on high school graduation plans and scheduling	1	4a,b, c, d, e, f, g	4.2;5.4;5.5	009d	
30	Interview the 504 coordinator for your campus. Describe the process and procedures for a student to be identified as a 504 student. Attend a 504 meeting and document the process.	1	1a,b, c, d, e; 2c, d, f; 3 a, b, c, d, e; 5a, b, d, e, f,	4.2;5.4;5.5	001a,d;003c,dg,h;005d, h,k;009d	
31	Document the three-year graduation rate for your campus and district. Identify initiatives that are focused on increasing graduation rates.	1	10a, b, c,d	2.2;3.1;3.3;4.1;4.3 ;5.5	004b	
32	Interview the responsible person on your campus and district who helps	1	1a,b, c, d, e; 2c, d, f; 3 a, b, c, d, e; 5a, b,	4.2;4.3;4.4	002a,e,g	

EDAD 6191/6193 Internship in the Principalship



	principals from two other schools that are not the same level as the school you are employed. Document areas regarding their job duties, how the manage time their relationship to the principal, their responsibilities with staff morale and school climate. Discuss their perceptions of the effectiveness of the school's organizational structure and parent/community involvement.	e, f, g, h, I, j k, l				c, d	
41	Plan a school celebration, activity or ceremony involving parents and or community organizations that will communicate progress toward the realization of the school's vision.	8 a, b c, d, e, f, g, h	4	4.1;4.2;4.3		001a,b,c,k	
42	Supervise three extracurricular activities (sporting events, clubs, playground duty, etc.) Note methods of compliance with legal and safety standards and make recommendations for improved supervisory	5c	4	3.1		004b,f	

EDAD 6191/6193 Internship in the Principalship

	adjustments/direction for the coming year. Document the effectiveness of the school leadership team in the implementation of the plan.								
48	Review student attendance issues identifying patterns, frequency, and relationship to individual student achievement. Create and implement a plan to address these issues.	5	10 a,b,e	1.1;1.2;1.3;1.4;6.1;6.2	001a, e				
49	Assist in planning, organizing, and conducting a workshop for parents in an area of critical need.	5	8 a, b, c, d, e, f, g, 10a,c,d	4.1;4.2;4.3;4.4	001b;002a, f,g	3c			
50	Develop a plan for disseminating the implementation of a new school law or policy. Share the plan with the principal for feedback.	5	1b,c,d;2e;3d;6g7e;8c9e,gh,l	3.3	002d,d	3c			
51	Identify and document the use of all current technologies use for school management, business procedures, and scheduling. Provide suggestions for upgrading and maximizing use of these technology tools.	5	9a,b,c,f,g,hj	2.4	008f	1 a, b; 2 a, b, c; 3 a, b, c, d; 4 a, b, c, d, e			

	extracurricular classes, lunch, teacher planning periods, student schedule or picture day.							
56	Identify and document nontraditional school offerings for students available in your district.	5	8 l,j	4.2		005d,h		
57	Identify supports for reclaiming dropouts in your district. Attend an event or activity in which dropouts are found and reestablished in a school setting.	5	10c,d,f,g	6.1		001e,j		
<p><b>Interns must complete 10 activities within the 2 internship semesters. All completed activities must include a signature from the Campus Administrator mentor or district representative.</b></p> <p>Printed Name of Campus Administrator</p> <p>Signature of Campus Administrator</p>								

**Tentative Schedule**  
**Principal Certification Only- 18 Hours**  
**Starting August 2018**

**Course Sequence\***

**Fall 2018**

EDAD 6301: Administrative Theory and Practice (Advancing Educational Leadership- AEL)

EDAD 6311 Leadership for Inclusive Schools

EDAD 6191: Internship in the Principalship

**Spring Fast Term 2020**

Texas Teacher Evaluation and Support System (T-TESS) 3-day training

**Spring 2019**

EDAD 6304: School Business Management and Finance

EDAD 6302: Instructional Leadership and Evaluation

EDAD 6193: Internship in the Principalship

**May Fast Term**

EDAD 6192: Seminar in Educational Leadership

*TExES Practice Exam*

**Summer I 2019**

EDAD 6316: Data- Driven Decision Making

\*School Districts have the option to add courses to this schedule based on district improvement plans.

**Tentative Schedule**  
**Spring ISD Cohort**  
**Starting August 2018**  
**Master's in Education in Education Administration**  
**Course Sequence**

**Fall 2018**

EDUC 6320: Research Techniques and Procedures

EDAD 6301: Administrative Theory and Practice (Advancing Educational Leadership- AEL)

**Spring 2019**

EDAD 6308: Role of the Principal

EDAD 6304: School Business Management and Finance

**Summer I 2019**

EDAD 6312: Interpersonal Communication and Public Relations

EDAD 6311 Leadership for Inclusive Schools

Texas Teacher Evaluation and Support System (T-TESS) 3-day training

**Summer II 2019**

EDAD 6313: School Personnel Leadership

EDAD 6316: Data- Driven Decision Making

**Fall 2019**

EDAD 6303: School Law

EDAD 6302: Instructional Leadership and Evaluation

EDAD 6191: Internship in the Principalship

**Spring Fast Term 2020**

EDAD 6192: Seminar in Educational Leadership

TExES Practice Exam

**Spring 2020**

EDAD 6193: Internship in the Principalship

EDAD 5310: Systems Thinking: Theory and Application

Comprehensive Exam

**Time and Location of Classes**

- Classes meet on Monday nights from 5:00pm- 7:30pm (Fall and Spring Semesters)
- Classes meet Monday-Thursday nights 5:00-7:30 pm (Summer semester) \*
  - \*All classes are hybrids. This means that classes meet face to face and have online sessions.
- Spring Fast term- Meets the 2 weeks after New Year's Day
- Principal Internship is located on a student's home campus with their principal or another certified administrator as their mentor.

# **The College of Education and Behavioral Sciences**

## **School of Education**

**Houston Baptist University**

**Course Syllabus  
EDAD 6303 School Law**

Department of Leadership and Counseling

### **COURSE DESCRIPTION**

This course is a study of the legal basis of education at national, state, and local levels. Major court decisions affecting organization and administration of public and private schools will be analyzed. The legal rights and responsibility of school administrators and other school personnel will be reviewed.

### **INSTRUCTOR INFORMATION**

Name:  
E-mail:  
Office Phone:  
Office Location:  
Office Hours:  
Day(s) and Time Course Meets:  
Day and Time of Final Exam:

### **LEARNING RESOURCES**

Essex, N.L. (2016). School law and the public schools: A practical guide for educational leaders. (6th ed.), New York: Pearson.

Walsh, J. (2014). The educator's guide to Texas school law: 8th ed., Austin: The University of Texas Press. ISBN: 978-0292760844

Access to a guide for writing non-experimental APA style research papers and access via:  
<http://www.capitol.state.tx.us/statutes/ed.toc.htm>

### **COURSE OBJECTIVES**

#### **Overview/Purpose of the Course**

1. This course will provide opportunities for the professional to develop knowledge and skill in evaluating research literature and in the planning and design of his or her own research efforts.
2. Students will become functioning professionals who will actively participate in the research efforts of their profession, including being critical consumers of research-generated information.

#### **Upon completion of this course, students should be able to:**

1. To be able to describe the federal and state judicial systems and understand their importance in school law and the legal framework affecting public schools.
2. To be able to identify the key legal issues related to schools, administration, learning, and teaching.

Christian environment and emphasizes educational excellence, respect for all persons, personal growth, a sense of community, and service as the students are being prepared for the teaching profession.

*The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."*

#### TOPICAL OUTLINE

1. Educational Governance and Legal Framework
2. Religion in Public Schools
3. Student Discipline
4. Freedom of Expression (students and school personnel)
5. School Personnel and the Law
6. Compulsory Attendance
7. Individuals with Disabilities and the Law
8. School Desegregation
9. Liability
10. Family Educational Rights and Privacy Act of 1974
11. School Finance
12. Ethics in Leadership

#### Tentative Schedule of Topics: EDAD 6303 School Law Spring 2018

Date	Class Topics	Required Reading and Resources
(face-to-face)	Introduction Overview of course  Sources of Law  Why do campus leaders need to know the law?  How to find and read a court case	<b>Textbook Chapters:</b> Essex Chapter 1 Walsh Chapter 1  <b>Article:</b> The Top 10 Legal Issues for K-8 Principals: A 25-year Retrospective by Perry Zirkel  <a href="https://www.naesp.org/resources/2/Principal/2005/S-Op10.pdf">https://www.naesp.org/resources/2/Principal/2005/S-Op10.pdf</a>
<b>Assignments Due (by Friday at midnight):</b>  1. Complete and submit Syllabus and Professional Integrity Statement 2. Read article listed above. 3. Read chapters listed above.		
(online)	Religion in the Public Schools	<b>Textbook Chapters:</b> Essex Chapter 2 Walsh Chapter 7  <b>Viewing Assignments:</b>  Video: School Bans Student from Giving Bible Verse Fliers <a href="http://video.foxnews.com/v/2888090446001/?#sp=show-clips">http://video.foxnews.com/v/2888090446001/?#sp=show-clips</a>

	Disabilities  Liability and Student Records	Essex Chapters 5 & 7 Walsh Chapters 3 & 9  <b>Viewing Assignments:</b>  Video: The Law of Student Records Or ... FERPA Guy Explains it all to You! <a href="https://www.youtube.com/watch?v=2HdyItsQK-Q">https://www.youtube.com/watch?v=2HdyItsQK-Q</a>  Video: FERPA training video 1 <a href="https://www.youtube.com/watch?v=1ZcU84pROa8">https://www.youtube.com/watch?v=1ZcU84pROa8</a>  Video: The USA Freedom Act Explained: US History Review <a href="https://www.youtube.com/watch?v=L_uXFmsUV98">https://www.youtube.com/watch?v=L_uXFmsUV98</a>
<b>Assignments Due (by Friday, at midnight):</b>  1. Read chapters listed above. 2. Watch videos listed above. 3. Professional Learning Journal #5 due.		

(face-to-face)	Students with Disabilities  Liability and Student Records	<b>Class Discussion</b>  <b>Group Presentation #3: <i>Students with Disabilities Liability and Student Records</i></b>
<b>Assignments Due (by Friday at midnight):</b>  1. Professional Learning Journal #6 due.		

(online)	School Personnel  School District Liability  Teacher Freedoms	<b>Textbook Chapters:</b> Essex Chapters 6 & 8 Walsh Chapters 4, 6, & 10  <b>Viewing Assignments:</b>  <b>Video:</b> Educators Legal Liability: Essential for Teachers <a href="https://www.youtube.com/watch?v=XC2-yLdtDZs">https://www.youtube.com/watch?v=XC2-yLdtDZs</a>  <b>Video:</b> 11 Practical Solutions to Limit Potential for Liability <a href="https://www.youtube.com/watch?v=ugNqHnc0gok">https://www.youtube.com/watch?v=ugNqHnc0gok</a>
<b>Assignments Due (by Friday Mar 16 at midnight):</b>  1. Read chapters listed above. 2. Watch videos listed above.		

		<p>Video: The Pledge of Allegiance: A History  <a href="https://www.youtube.com/watch?v=7NvSw-Nfg4c">https://www.youtube.com/watch?v=7NvSw-Nfg4c</a></p> <p>Video: Texas School Finance Overview  <a href="https://www.youtube.com/watch?v=0w96z0BwyxA">https://www.youtube.com/watch?v=0w96z0BwyxA</a></p>
<b>Assignments Due (by Friday at midnight):</b> <ol style="list-style-type: none"> <li>1. Read chapters listed above.</li> <li>2. Watch videos listed above.</li> <li>3. Professional Learning Journal #10 due.</li> <li>4. Field Experience (Administrator Interviews) due.</li> </ol>		

(face-to-face)	Instructional Program	Class Discussion
	School Finance	Group Presentation #6: <i>Instructional Program &amp; School Finance</i>
<b>Assignments Due (by Friday at midnight):</b> <ol style="list-style-type: none"> <li>1. Professional Learning Journal #11 due.</li> </ol>		

(online)	<p>School Desegregation</p> <p>Educator Ethics</p>	<p><b>Textbook Chapters:</b>  <b>Essex Chapter 12</b></p> <p><b>Read:</b> Texas Educator Code of Ethics (Search T.E.A. for Texas Administrative Code Chapter 247)</p> <p><b>Read:</b> <i>What Principals Need to Know About Ethics</i>  <a href="https://www.naesp.org/sites/default/files/resources/2/Principal/2007/M-Jp52.pdf">https://www.naesp.org/sites/default/files/resources/2/Principal/2007/M-Jp52.pdf</a></p> <p><b>Viewing/Listening Assignments:</b></p> <p><b>NPR Audio File:</b> <i>Why Busing Didn't End School Segregation</i>  <a href="http://www.npr.org/sections/ed/2016/10/06/496411024/why-busing-didnt-end-school-segregation">http://www.npr.org/sections/ed/2016/10/06/496411024/why-busing-didnt-end-school-segregation</a></p> <p><b>Video:</b> Black History Documentary, Cuero, Texas, Daule Colored School, Segregation  <a href="https://www.youtube.com/watch?v=K-x7q_Le6jY">https://www.youtube.com/watch?v=K-x7q_Le6jY</a></p> <p><b>Video:</b> METCO at 50  <a href="http://www.wcvb.com/article/chronicle-metco-at-50-seg-1/8604676">http://www.wcvb.com/article/chronicle-metco-at-50-seg-1/8604676</a></p>
<b>Assignments Due (by Friday at midnight):</b>		

2018	<ul style="list-style-type: none"> <li>Religion in the Public Schools</li> </ul>	Walsh- 7	<ul style="list-style-type: none"> <li>Engle v Vitale</li> <li>Good News Club v. Milford Central School</li> <li>Santa Fe Independent v. Doe</li> <li>Lee v. Weisman</li> <li>Lemon v. Kurtzman</li> <li>Everson v. Board of Education</li> </ul>
2. Feb. 20, 2018	<ul style="list-style-type: none"> <li>Students' Rights and Restrictions</li> <li>National Security and School Safety</li> </ul>	Essex- 3, 4 Walsh- 6*, 8, 9*	<ul style="list-style-type: none"> <li>Tinker v. Des Moines Independent Community School District</li> <li>Carey v. Phipps</li> <li>Bethel School District No. 403 v. Fraser</li> <li>Hazelwood School District v. Kuhlmeier</li> <li>Goss v. Lopez</li> <li>Ingraham v. Wright</li> <li>New Jersey v. T. L. O</li> <li>Horton v. Goose Creek ISD</li> </ul>
3. Mar 6, 2018	<ul style="list-style-type: none"> <li>Students with Disabilities</li> <li>Liability and Student Records</li> </ul>	Essex- 5, 7 Walsh- 3, 9*	<ul style="list-style-type: none"> <li>Board of Education of Hendrick Hudson Central School District v. Rowley</li> <li>Thomas v. Atascadero Unified School District</li> <li>Hoffman v. Board of Education of City of New York</li> <li>Garlick v. Oak Park and River Forest High School District #200</li> <li>Rhea v. District Board of Trustees of Santa Fe College</li> <li>Owasso ISD No 1-011 v. Falvo</li> <li>Grube v. Bethlehem Area School District</li> <li>Timothy W. v. Rochester</li> </ul>
4. Mar. 20, 2018	<ul style="list-style-type: none"> <li>School Personnel and School District Liability</li> <li>Teacher Freedoms</li> </ul>	Essex- 6, 8 Walsh- 6*, 9*, 10	<ul style="list-style-type: none"> <li>Wood v. Strickland</li> <li>King v. Kartenson</li> <li>Roberts v. Robertson County Board of Education</li> <li>Hawkins County v. Davis</li> <li>Rogers v. Butler</li> <li>Hyman v. Green</li> </ul>
5. Apr. 3, 2018	<ul style="list-style-type: none"> <li>Discrimination in Employment</li> <li>Recruitment, Tenure, Dismissal and Due Process</li> </ul>	Essex-9, 10 Walsh- 4, 5	<ul style="list-style-type: none"> <li>Gebser v. Lago Vista Independent School District</li> <li>Davis v. Monroe County Board of Education</li> <li>Board of Regents of State Colleges v. Roth</li> <li>Eckmann v. Board of Education of Hawthorn School District</li> <li>Barcheski v. Board of Education of Grand Rapids Public Schools</li> <li>Ysleta ISD v. Monarrez</li> <li>Cleveland Board of Education v. Loudermill</li> <li>East Hartford Education Association v.</li> </ul>

2	<b><u>Facts</u></b> <ul style="list-style-type: none"> <li>Facts include the actual circumstances, events, or occurrences involved in the case.</li> <li>Disputed facts must be resolved at the trial level.</li> <li>Appellate courts do not decide questions of facts.</li> <li>Their decision is based on the facts given.</li> <li>No errors expected (grammatical, punctuation, and spelling errors will receive point deductions).</li> </ul>	20	
3	<b><u>Issues</u></b> <ul style="list-style-type: none"> <li>An issue is a disputed point or question of law on which a legal action is based.</li> <li>One of more issues may be presented in a single case.</li> <li>Issues are of two types: <ul style="list-style-type: none"> <li><b><u>Procedural</u></b>- involve specific disputed questions of law, and these issues are the basis for an appeal to a higher court.</li> <li><b><u>Substantive</u></b>- involve broader question of legal rights and principles</li> <li>No errors expected (grammatical, punctuation, and spelling errors will receive point deductions).</li> </ul> </li> </ul>	15	
4	<b><u>Holding</u></b> <ul style="list-style-type: none"> <li>The court's decision consists of a holding or holdings in regard to the question or questions before it and usually includes an opinion stating reasons for the particular holding(s).</li> <li>No errors expected (grammatical, punctuation, and spelling errors will receive point deductions).</li> </ul>	15	
5	<b><u>Legal Doctrine</u></b> <ul style="list-style-type: none"> <li>Court decisions generally are based on a particular legal doctrine or principle.</li> <li>Analysis of a decision includes identifying the doctrine or principle and determining how it is affected by the decision.</li> <li>Discuss the significance of the court case decision.</li> <li>No errors expected (grammatical, punctuation, and spelling errors will receive point deductions).</li> </ul>	15	
6	<b><u>Reflective Synthesis (Requirement: At least 200 words)</u></b> <ul style="list-style-type: none"> <li>Reflective paragraph on the learning experiences of this task and how it may affect your future as an administrator.</li> <li>No errors expected (grammatical, punctuation, and spelling errors will receive point deductions).</li> </ul>	20	
7	<b><u>References and</u></b> <ul style="list-style-type: none"> <li>APA Format</li> <li>No errors expected (grammatical, punctuation, and spelling errors will receive point deductions).</li> </ul>	5	
8	<b>Total Points</b>	100	

#### Current News Article Review and Reflection Rubric

Current News Article Item #		Points
Student Name:		
Article Title:	Author(s):	/10

3. Current News Article Review/Reflection (2)	5%	2,3,4,5	2,3,5,6,7,8,9	2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5,5.1,5.2,5.3,5.4,5.5,6.1,6.2,6.3	1c, 2c, 5b & c	Competency 11 A-H Domain II Competency 6D; Competency 8C; Domain V Competency 10 C, D, G, H Domain VI Competency 11 A-H
4. Group Presentation	20%	2,3,4,5	2,3,5,6,7,8,9	2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5,5.1,5.2,5.3,5.4,5.5,6.1,6.2,6.3	1c, 2c, 5b & c	Domain II Competency 6D; Competency 8C; Domain V Competency 10 C, D, G, H Domain VI Competency 11 A-H
5. Field Experience: Interview of 5 administrators	10%	2,3,4,5	2,3,5,6,7,8,9	2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5,5.1,5.2,5.3,5.4,5.5,6.1,6.2,6.3	1c, 2c, 5b & c	Domain II Competency 6D; Competency 8C; Domain V Competency 10 C, D, G, H Domain VI Competency 11 A-H
6. Midterm Examination	10%	2,3,4,5	2,3,5,6,7,8,9	2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5,5.1,5.2,5.3,5.4,5.5,6.1,6.2,6.3	1c, 2c, 5b & c	Domain II Competency 6D; Competency 8C; Domain V Competency 10 C, D, G, H Domain VI Competency 11 A-H
7. Final Examination	15%	2,3,4,5	2,3,5,6,7,8,9	2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5,5.1,5.2,5.3,5.4,5.5,6.1,6.2,6.3	1c, 2c, 5b & c	Domain II Competency 6D; Competency 8C; Domain V Competency 10 C, D, G, H Domain VI Competency 11 A-H

Assessments in this course are designed to correlate to the rigor and expectations addressed within the School of Education & Behavioral Sciences Graduate Comprehensive Examination.

**Graduate Grading System and Grade Points As outline in the University Catalogue. The system of grading is as follows:**

Grade	Percentage	Grade Points
A	(93 and above)	4.00
A-	(90 – 92)	3.67
B+	(87 – 89)	3.33
B	(83 – 86)	3.00
B-	(80 – 82)	2.67

guidelines. <ul style="list-style-type: none"> <li>• The student has a correctly formatted reference page, with all sources used for reference listed, according to APA guidelines.</li> <li>• No errors expected (grammatical, punctuation, and spelling errors will receive point deductions).</li> </ul>	
<b>Total Points</b>	<b>/100</b>

### Field Experience Assignment – Administrator Interview/Survey

Schedule a time and conduct an interview with a five campus- or district-level administrators. Ask the questions on the rubric **and at least three appropriate follow-up or related questions**. Record (in notes) the responses and obtain the permission signature of the administrator at the end of this form. You will submit your recorded notes and signature to the professor on the due date. (You may type the responses or turn in hand-written responses (must be legible) to the questions. You may use additional pages if needed. If you use a recording device, you must add that information to the permission section of this assignment.) This will be 10% of your grade.

### Field Experience Rubric

Item	Content	Point Value
1	<ul style="list-style-type: none"> <li>• The student asks five current campus- or district-level administrators six questions, including the following: <ul style="list-style-type: none"> <li>a) What legal issues do you deal with the most in your job?</li> <li>b) What legal issue causes you the most stress? How do you manage your job to prevent this issue from affecting your school and career?</li> <li>c) What advice can you give a prospective school leader about keeping up with legal issues that may affect school policies?</li> <li>d) Follow up question</li> <li>e) Follow up question</li> <li>f) Follow up question</li> </ul> </li> </ul>	/10
2	<ul style="list-style-type: none"> <li>• The student records each administrator's answers in a coherent manner.</li> <li>• No errors expected (grammatical, punctuation, and spelling errors will receive point deductions).</li> </ul>	/30
3	<ul style="list-style-type: none"> <li>• Each administrator interviewed signed a permission form, and all forms are uploaded with student's final paper.</li> </ul>	/10
4	The student explained the following in an essay format: <ul style="list-style-type: none"> <li>a) What was learned from the interview experience?</li> <li>b) How did the interview align with the Perry Zirkel article?</li> <li>c) How will the experience help prepare the student for a leadership position (how will the answers impact the student when as a first year administrator)?</li> </ul>	/50
<b>Total Points</b>		<b>/100</b>

### Case Analysis Reports (4)

Each student will prepare eight (8) court case analysis reports during the semester. In the *Educator's Guide* textbook, you will find in Appendix A information regarding court case reports (How to Find and

	<ul style="list-style-type: none"> <li>• Court decisions generally are based on a particular legal doctrine or principle.</li> <li>• Analysis of a decision includes identifying the doctrine or principle and determining how it is affected by the decision.</li> <li>• Discuss the significance of the court case decision.</li> <li>• No errors expected (grammatical, punctuation, and spelling errors will receive point deductions).</li> </ul>	
6	<b>Reflective Synthesis (Minimum Requirement 200-300 words)</b> <ul style="list-style-type: none"> <li>• Reflective paragraph on the learning experiences of this task and how it may affect your future as an administrator.</li> <li>• No errors expected (grammatical, punctuation, and spelling errors will receive point deductions).</li> </ul>	/20
7	<b>References</b> <ul style="list-style-type: none"> <li>• An APA formatted reference page is included.</li> <li>• No errors expected (APA, grammatical, punctuation, and spelling errors will receive point deductions).</li> </ul>	/5
8	<b>Total Points</b>	<b>/100</b>

### Current News Article Review/Reflection (2)

Each presentation group will review and reflect on **two (2) current news articles** which relate to their presentation topics. Students should be on the watch for current news articles that are associated with their presentation group topics.

- Students will use the template provided to write their review/reflection. The group will provide a copy of the review/reflection for every member of the class as a handout during their presentation.
- In addition, each group member will upload the review/reflection for grading.

The following are example of sources where students can find current articles:

Education Week School Log Blog at [http://blogs.edweek.org/edweek/school\\_law/](http://blogs.edweek.org/edweek/school_law/)

HG Legal Resources <https://www.hg.org/law-articles-education-law.asp>

NSBA <http://www.nsba.org/advocacy/school-law-issues>

ABA <http://www.abajournal.com/topic/education+law/>

If the source is a television/radio, refer to the appropriate website for access.

### Current News Article Review/Reflection Template and Rubric

Current News Article Item #		Points Earned
Names of All Group Members:		
Topic(s) of Presentation:		
Date of Presentation:		
Article Title:	Author(s):	/10
Two research sources are required. Please list both sources as references, using correct APA format.		/10
Provide a brief summary of the article in this space. (200-300 words)		/30

	<ul style="list-style-type: none"> <li>The student adheres to APA format.</li> <li>The student uses Standard English and has no grammatical/punctuation/spelling errors.</li> </ul>	
<b>Supports Answer for Question 2</b>	<ul style="list-style-type: none"> <li>The student uses both class textbooks to support answer.</li> <li>Court cases related to the topic are referenced in the student's answers.</li> <li>Each reference to class textbooks are correctly cited as per APA format.</li> <li>The student uses Standard English and has no grammatical/punctuation/spelling errors.</li> <li>The student includes a correctly formatted reference page, using APA (just one reference page for entire exam).</li> </ul>	/12.5
<b>Total Points Earned Question 2</b>		/25
<b>Addresses Question 3</b>	<ul style="list-style-type: none"> <li>The student clearly, coherently, and thoroughly answers the question.</li> <li>The student's answer and explanation are sound, logical, and supported by law and research.</li> <li>The student adheres to APA format.</li> <li>The student uses Standard English and has no grammatical/punctuation/spelling errors.</li> </ul>	/12.5
<b>Supports Answer for Question 3</b>	<ul style="list-style-type: none"> <li>The student uses both class textbooks to support answer.</li> <li>Court cases related to the topic are referenced in the student's answers.</li> <li>Each reference to class textbooks are correctly cited as per APA format.</li> <li>The student uses Standard English and has no grammatical/punctuation/spelling errors.</li> <li>The student includes a correctly formatted reference page, using APA (just one reference page for entire exam).</li> </ul>	/12.5
<b>Total Points Earned Question 3</b>		/25
<b>Addresses Question 4</b>	<ul style="list-style-type: none"> <li>The student clearly, coherently, and thoroughly answers the question.</li> <li>The student's answer and explanation are sound, logical, and supported by law and research.</li> <li>The student adheres to APA format.</li> <li>The student uses Standard English and has no grammatical/punctuation/spelling errors.</li> </ul>	/12.5
<b>Supports Answer for Question 4</b>	<ul style="list-style-type: none"> <li>The student uses both class textbooks to support answer.</li> <li>Court cases related to the topic are referenced in the student's answers.</li> <li>Each reference to class textbooks are correctly cited as per APA format.</li> <li>The student uses Standard English and has no grammatical/punctuation/spelling errors.</li> <li>The student includes a correctly formatted reference page, using APA (just one reference page for entire exam).</li> </ul>	/12.5
<b>Total Points Earned Question 4</b>		/25
<b>Total Exam Grade</b>		/100

#### CREDIT HOUR DEFINITION

Houston Baptist University defines a credit hour as follows:

For online, hybrid, and other nontraditional modes of delivery, semester credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting, forty-five (45) hours of work by a typical student for each semester hour of credit.

designated parties by completing the "FERPA Authorization to Release Education Records" in the Registrar's Office.

In general, no personally identifiable information from a student's education records will be disclosed without written consent from the student. This includes, but is not limited to, grade reports, academic schedule information, and transcripts. Two exceptions may, however, be made: (1) directory information may be released unless the student requests that it be withheld, as explained in the section below; (2) records may be disclosed to parents of students who depend upon them as defined by Internal Revenue Code 1986, Section 152. HBU has designated the following student information as public or "directory information:" name; local and permanent addresses; telephone numbers; e-mail addresses; date and place of birth; classification; major field(s) of study; classification; dates of attendance; degrees, honors, and awards received; most recent educational institution attended; participation in officially recognized sports and activities; weight and height of athletic team members; and photographs.

At its discretion, the institution may disclose such information for any purpose. Any new or currently enrolled student who does not want his/her directory information disclosed should notify the HBU Registrar in writing by using the FERPA Request to Withhold/Release Directory Information form. Such notification must be received by the end of the first full week of classes for any term to ensure that the student's directory information is not released except to officials with legitimate educational purposes as authorized by FERPA.

The request to withhold directory information will remain in effect as long as the student continues to be enrolled or until the student files a written request with the HBU Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the HBU Registrar during the student's last term of attendance.

HBU assumes that failure on the part of any student to specifically request the withholding of categories of "directory information" indicates individual approval for disclosure.

## **ACADEMIC INTEGRITY POLICY**

Academic integrity is valued at HBU and is at the very heart of the nature of the University as a Christian Liberal Arts Institution. It is the responsibility of all students, faculty, and staff to demonstrate academic integrity. The Academic Integrity policy is designed to promote "the development of moral character, the enrichment of spiritual lives, and the perpetuation of growth in Christian ideals" (HBU Preamble).

Upholding academic integrity provides experience that develops students to act with integrity in all areas of their lives. It is not considered "grace" to allow students to bend rules or act unethically without consequence; to do so violates faculty and staff's obligation to "train the mind, develop the moral character, and enrich the spiritual lives" (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one's own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community. All academic integrity matters are to be documented in Advocate on the HBU portal which is accessed by clicking on the "Advocate" button.

### **Academic Dishonesty Defined**

The student may appeal the action by following the process outlined in the Academic Grievance Policy and Process. Once an investigation into an alleged violation of academic integrity has begun, the student may not receive a grade of "W" for the course in which the alleged violation occurred. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty or misconduct, including but not limited to a pattern of academic dishonesty or misconduct. A decision to suspend a student is made by the Office of the Provost. Inclusion in the HBU Catalog is considered sufficient notice to all students of University policy and procedures regarding this matter. Finally, regardless of who initiates the process, all academic integrity matters are to be documented in Advocate on the HBU portal.

## **ACADEMIC GRIEVANCE POLICY AND PROCESS**

A student may file an academic grievance if he or she believes a grade was awarded improperly or for any academic grievance matter. The formal process is described below and must be followed by all parties in order to resolve a dispute.

1. The student should make an appointment with the faculty member in question to discuss the matter in person. The student is advised, but not required, to apprise his or her advisor of the matter. It is appropriate to try to resolve differences amicably and in person if at all possible. This is especially true at a Christian institution. If the student is concerned that a private meeting with the faculty member will create antagonism, the student may skip to Step 2. However, the student must make this concern known in writing using his/her HBU email account to the chair of the department in which the course is located explaining why he or she believes this to be the case.
2. If the student continues to dispute the grade after the face-to-face meeting with the faculty member, the student may bring the matter to the chair of the department. This step requires the student to make a written appeal using his/her HBU email account to the chair and provide a copy to the faculty member and academic advisor. The chair will review the student's concern and consult with the faculty member, either individually or with both present. The chair will respond to the student and the faculty member in writing of the chair's recommendation and notify the dean. The chair will document the matter in Advocate, including uploading a copy of the student's email.
3. If the student is unsatisfied with the chair's recommendation, the student may submit a written request using his/her HBU email account to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed response from the disputants and to assure integrity in the assigning of grades to students by faculty. However, the Committee has no authority to force the change of a grade. The membership of the committee is composed of all parties heretofore mentioned with the dean serving as chair of the Committee. The dean will also select at least one faculty member from the college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved and no legal representation nor any other parties are permitted. After hearing both sides and deliberating the Committee will render a judgment as to what it advises should be done. The dean will access the same file in Advocate where the chair's information about the case is located and will then document in the notes section the judgement rendered. The dean is to also upload in the notes section the student's email and any other documents used in the deliberations. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.
4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal using his/her HBU email account to the Provost. The Provost will make a judgment whether or not to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered:

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

## **HBU NAVIGATE**

To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented HBU Navigate, a program that gives students and instructors the resources they need to track student progress. Your professor may issue you a kudos such as "Strong Class Participation" or "Outstanding Academic Performance" and may also issue a flag in HBU Navigate if he or she believes you are struggling in the course. You should meet with your advisor and professor to discuss new strategies for successful completion of the course, and follow any recommendations you receive in the flag email.

## **EMAIL POLICY**

All University and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

## **INCOMPLETE COURSE REQUEST**

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

## **ACADEMIC CALENDAR**

Review the [Academic Calendar](#) [here](#).

## **LATE WORK & TEST POLICY**

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

## **STUDENT EVALUATION OF INSTRUCTOR**

## ADDITIONAL REQUIREMENTS FOR SCHOOL OF EDUCATION SYLLABI

### COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES REQUIREMENTS RELATED TO TAC, ISTE, PSEL, AND ELCC STANDARDS

- The course learning objectives acquired through the experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for state domains and competencies aligned with the TExES Principal (068) exam:  
[http://cms.texas-ets.org/index.php/download\\_file/1086/](http://cms.texas-ets.org/index.php/download_file/1086/)

- The following TAC, ISTE, PSEL, and ELCC standards, and competencies are represented in this course:

Chapter 149. Commissioner's Rules Concerning Educator Standards  
Subchapter BB. Administrator Standards

---

#### Texas Administrative Code (TAC)

##### Texas Principal Standards

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(2) **Standard 2--Human Capital.** The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

- (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;
- (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
- (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
- (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.
- (B) Indicators.
  - (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
  - (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
  - (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.
- (5) **Standard 5--Strategic Operations.** The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.
- (A) Knowledge and skills.
  - (i) Effective leaders of strategic operations:
    - (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;
    - (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
    - (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and
    - (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
  - (ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.
- (B) Indicators.
  - (iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

#### **Standard 5. Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community

#### **Standard 6. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

#### **Standard 7. Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

**ELCC Standards - Standards for Advanced Programs in Educational Leadership (ELCC)ELCC BUILDING LEVEL STANDARDS**

<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

**ELCC STANDARD ELEMENTS:**

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

**ELCC STANDARD ELEMENTS:**

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

**ELCC STANDARD ELEMENTS:**

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- H. Articulates the importance of education in a free, democratic society

### **References**

- Connecticut's Teacher Education and Mentoring Program. (2012). Ethical and Professional Dilemmas for Educators Manual. Retrieved by [http://www.ctteam.org/df/resources/Module5\\_Manual.pdf](http://www.ctteam.org/df/resources/Module5_Manual.pdf)
- Essex, N.L. (2016). School law and the public schools: A practical guide for educational leaders, (6th ed.), NY: Pearson.
- Shapiro, J.P. & Stefkovich, J.A. (2010). Ethical leadership and decision making in education: applying theoretical perspectives to complex dilemmas, Third Ed. Taylor & Francis.
- Walsh, J. (2014). The educator's guide to Texas school law: 8th ed., Austin: The University of Texas Press. ISBN: 978-0292760844

			effective learning, are discussed.
I, III	<b>10. Classroom Assessment and Diagnosing Learning Needs</b>	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Assessment and its role in the era of accountability are examined.
II, IV	<b>11. Classroom Management</b>	A variety of theories & methods appropriate for teaching classroom management.	Classroom organization and climate in this diverse era is examined.
I, II, III, IV	<b>12. Special Populations</b> ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	<b>A. ESL/ Bilingual /ELPS:</b> Learning strategies, Listening, Speaking, Reading & Writing	
		<b>B. G/T:</b> Learner characteristics and development, Instructional strategies, Socio-cultural influences & Identifying GT	
		<b>C. Special Education:</b> Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	Diversity in the schools and the ways to achieve equity of education are explored.
III, IV	<b>13. Parent Conferencing and Communication Skills</b>	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Skills in communication at a professional level are enhanced through readings and discussions.
I, III	<b>14. Instructional Technology</b> <a href="http://www.sbec.state.tx.us/SBEOnline/standtest/edstancertfieldlevl.asp">http://www.sbec.state.tx.us/SBEOnline/standtest/edstancertfieldlevl.asp</a>	<b>SBEC Technology Standards for All Teachers</b> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	An Internet research activity promotes the students to access and evaluate professional resources and Websites.
I, III, IV	<b>15. Pedagogy/ Instructional Strategies</b>	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	Course reading, activities, assignments, and projects, all include the appropriate use of varied

**The College of Education and Behavioral Sciences**  
**School of Education**  
*Houston Baptist University*  
*Course Syllabus*

**EDUC 6320 - RESEARCH TECHNIQUES AND PROCEDURES**

**COURSE DESCRIPTION**

This course is a study of investigations relating to schooling with applications suitable to the role of the principal. The course includes an examination of reports from abstracts and original sources, valid research criteria in making written evaluations, and applications in specific field settings.

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

This course should be taken early among the courses required for your program. There are no prerequisites.

**INSTRUCTOR INFORMATION**

**DATE AND TIME OF CLASS MEETINGS:**

(This course will be taught in a hybrid format)

**Final Exam: May 8, 2017 5pm**

**LEARNING RESOURCES**

**Course Text(s):**

***Required Textbook***

Gay, L.R., Mills, G.E., & Airasian, P.W. (2011). *Educational research: Competencies for analysis and applications* (11th ed.). Boston: Pearson. ISBN: 978-0132613170.

***Recommended Supplementary Textbooks***

Machi, L.A. & McEvoy, B.T. (2012). *The literature review: Six steps to success* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin. ISBN: 978-1-452240-88-6. **(Recommended)**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN: 978-1-433805-61-5. **(Highly Recommended)**

**COURSE LEARNING OBJECTIVES**

Upon completion of this course, students should be able to:

1. Formulate a personal perspective on the place, value and function of research in the work of the education professional.
2. Describe the reasoning involved in the scientific method and how the scientific method is applied in educational research.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

#### RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students develop knowledge and skills for educational research, which provides a foundation for decision-making and implementing change in educational settings. This course is taught in a Christian environment and emphasizes educational excellence, respect for all persons, personal growth, a sense of community, and service. Students will develop analytic and evaluative thinking, responsibility, ethics, professionalism, and a continuing interest in learning.

*The content of this outline and the attached schedule are subject to change at the discretion of the professor.*

#### TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Introduction to Educational Research: Qualitative and quantitative approaches, ethics, selecting and defining a research topic, reviewing the literature.
2. Research Design: Research planning, internal and external validity, sampling, generalizability, transferability, measurement.
3. Quantitative Research: Methods (survey, correlational, causal-comparative, experimental, single-subject), data analysis (descriptive and inferential statistics).
4. Qualitative Research: Data collection, methods (narrative, ethnographic, case study), data analysis and interpretation.
5. Other Methods: Mixed methods, action research.
6. Reporting Research: Preparing and evaluating a research report, writing a literature review manuscript, presenting research in a poster session.

#### COURSE SCHEDULE

##### EDUC 6320 -Research Techniques & Procedures TENTATIVE SCHEDULE

Date	Topic	Readings Due	Assignment Due	Suggested Lit Review Pacing
------	-------	--------------	----------------	-----------------------------

	Online	Mixed Methods/ Action Research	Ch.19 & 20, Gay et al. (2012); Mixed Methods Folder on Blackboard		#9 2 <sup>nd</sup> Draft given to second reader or editor
		Writing Workshop		Continue to revise and update paper draft	
	Online	Reporting and Critiquing Research	Ch. 21 & 22, Gay et al. (2012)	Quiz #5 (Ch. 16-20)	#10 Revisions from 2 <sup>nd</sup> reader feedback
		Course Review and Preparation for Final Exam		Final Lit Review DUE /Submit one copy to Dr. Fernandez online and another copy to Turnitin.	
13		Final Exam			
****Graduation candidates may be required to take final earlier than scheduled date.					

## ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking initial teacher certification are included in this course.

**Course Requirements.** See the agenda at the end of this syllabus for due dates.

Assignment <sup>1</sup>	Learning Objective(s)	Standards <sup>2</sup>	Point Value
<i>Quizzes <sup>3</sup></i>	1,2,3,4,5,6,7,8,9,10, 11,14	Principal: TExES 268 Domain II 003 A, B Counselor: 006F, 007ABE Diagnostician: 004A, 008F	20%
<i>Comprehensive Final Exam</i>	1,2,3,4,5,6,7,8	Principal: TExES 268 Domain II 003 A, B Counselor: 006F, 007ACE Diagnostician: 004ABE, 005B	20%
<i>CITI Training and Certificate</i>	4,5,6,7,9	Principal: TExES 268 Domain II 003 A, B Counselor: 006F, 007ABE Diagnostician: 004A, 008F	10%
<i>Research Critiques</i> <ul style="list-style-type: none"> <li>Quantitative Article (10%)</li> <li>Qualitative Article (10%)</li> </ul>	4,5,6,7,8,10,11	Principal: TExES 268 Domain II 003 A, B Counselor: 007ACE Diagnostician: 004ABE	20%

**Research Critiques.** Each student will select 2 published journal articles to critique. One article must use qualitative methodology, and one article must use quantitative methodology. Using knowledge of research concepts, students will read and evaluate the article and then write a critique of the study's research methodology. Criteria for evaluating research studies are given in Chapter 22 of your text. Complete instructions will be provided under separate cover. Critiques will be assessed with the rubric appended to this document. Each critique will count for 10% of the final grade.

**Literature Review Manuscript.** Our long-term project in this course will be a literature review manuscript. Each student will select a topic; search, survey, and critique the literature; and write a review of the literature (10-12 pp., typed, double-spaced, 12 pt. font, APA style). This project will be completed throughout the semester, and both finished product and process will be assessed. Process activities will count for 10% of your course grade. The final paper will count for 20% of your course grade. Process will be assessed through the completion of Lit Review Tasks, assignments to guide you through the research and writing process. Step-by-step assignments for the research/writing process will be provided under separate cover. The finished manuscript will be assessed for clarity of communication; depth and quality of analysis, application, synthesis, and evaluation; adherence to APA style and formal register; use of research sources and quality of research. Rubric is appended to this document.

## **FYI: GENERAL EVALUATION RUBRIC FOR COLLEGE WRITING AND PAPERS**

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a "grading rubric". Note that this is the standard expected of good pre-college students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

### **The Superior Paper (A/A-)**

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

**Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

**Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

**Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

### **The Good Paper (B+/B)**

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

**Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

**Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear.

**Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

**Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

### **The Borderline Paper (B-/C+)**

**Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

<b>Introduction/Description:</b> The written critique begins with a brief, concise description or summary of the study. Summary sufficiently describes the study's purpose, research questions, and type of study.	15	13	12	9	
<b>Critical Thinking &amp; Critique:</b> Critique is thorough, thoughtful, and integrates course learning. Includes a detailed evaluation of the: <ul style="list-style-type: none"> <li>• introduction,</li> <li>• method (including design-specific evaluation),</li> <li>• results, and</li> <li>• discussion</li> </ul> sections of the article under review. Goes beyond summary to evaluate the appropriateness and strength of the research methods used in the study, given the type (qualitative/quantitative) and method (e.g., survey, experimental, case study, etc.) utilized.	60	51	44	36	
<b>Overall Evaluation:</b> The critique offers comment on the strengths and weaknesses and on the significance of the study. Comments are grounded in course learning about good practice in educational research.	15	13	12	9	

**EDUC 6320 – Research Techniques and Procedures**  
**Literature Review Paper Rubric (20% of Course Grade)**

Exemplary	Proficient	Needs Improvement	Unsatisfactory	Total Score = / 100	
				Attributes	
				Research Quality & Completion (35%)	
15	12	9	6	<u>Completion:</u> All required elements are present. <ul style="list-style-type: none"><li>○ Title page</li><li>○ Brief abstract</li><li>○ Paper (10-12 pp., typed, double-spaced, 12 pt. font, APA style) systematically reviewing the literature on an educational or psychological topic of your choice</li><li>○ Reference page</li></ul>	
10	9	8	7	<u>Research Quality:</u> Research is thorough and thoughtful. Claims are supported by sources. Sources are integrated seamlessly and cited appropriately. Sources are reputable sources; peer-reviewed journal articles are cited. Minimum of 6 studies are reviewed in the literature review.	
10	9	8	7	<u>APA Style:</u> Author made a good-faith effort to use APA style in title page, in-text citations and quotations, and reference page.	
				Paper Content (65%)	
10	9	8	7	<u>Introduction:</u> Introduction contains background information or description of the issue/topic, definitions of key terms, and the	

Once a student registers for a class, the student will receive a grade for the class unless the drop process is completed through the Registrar's Office. **YOU MUST OFFICIALLY WITHDRAW FROM A CLASS** if you intend to drop it. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees.

## **ACADEMIC ACCOMMODATIONS**

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at [504@hbu.edu](mailto:504@hbu.edu) to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, [www.hbu.edu/504](http://www.hbu.edu/504) for all accommodation policies and procedures.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

In compliance with the Family Educational Rights and Privacy Act (FERPA), HBU cannot release personally identifiable information to any person other than the student, unless written permission is given for the University to do so. Students may give permission for their educational records to be released to designated parties by completing the "FERPA Authorization to Release Education Records" in the Registrar's Office.

In general, no personally identifiable information from a student's education records will be disclosed without written consent from the student. This includes, but is not limited to, grade reports, academic schedule information, and transcripts. Two exceptions may, however, be made: (1) directory information may be released unless the student requests that it be withheld, as explained in the section below; (2) records may be disclosed to parents of students who depend upon them as defined by Internal Revenue Code 1986, Section 152. HBU has designated the following student information as public or "directory information:" name; local and permanent addresses; telephone numbers; e-mail addresses; date and place of birth; classification; major field(s) of study; classification; dates of attendance; degrees, honors, and awards received; most recent educational institution attended; participation in officially recognized sports and activities; weight and height of athletic team members; and photographs.

At its discretion, the institution may disclose such information for any purpose. Any new or currently enrolled student who does not want his/her directory information disclosed should notify the HBU Registrar in writing by using the FERPA Request to Withhold/Release Directory Information form. Such notification must be received by the end of the first full week of classes for any term to ensure that the student's directory information is not released except to officials with legitimate educational purposes as authorized by FERPA.

The request to withhold directory information will remain in effect as long as the student continues to be enrolled or until the student files a written request with the HBU Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the HBU Registrar during the student's last term of attendance.

HBU assumes that failure on the part of any student to specifically request the withholding of categories of "directory information" indicates individual approval for disclosure.

## **ACADEMIC INTEGRITY POLICY**

The faculty member is responsible for notifying students in every class at the beginning of each term about the Academic Integrity Policy by including the policy in every course syllabus. Students are responsible for knowing and following the policy in all cases. The faculty member or academic administrative officer is responsible for establishing clearly whether academic dishonesty or misconduct has occurred.

The process is to be redemptive in nature. As directed by the faculty member, the student could correct and resubmit the assignment in question or receive a failing grade for the assignment in question. At the sole discretion of the faculty member, the student may be directed to resubmit the assignment in question or the student may receive a failing grade for the assignment in question. However, failing the course specifically as a result of the alleged violation is not an option (although when the grade for the assignment is calculated with grades for all assignments in the course, the result could be failing the course). In all cases, the faculty member shall report the incident to the dean of the college.

The student may appeal the action by following the process outlined in the Academic Grievance Policy and Process. Once an investigation into an alleged violation of academic integrity has begun, the student may not receive a grade of "W" for the course in which the alleged violation occurred. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty or misconduct, including but not limited to a pattern of academic dishonesty or misconduct. A decision to suspend a student is made by the Office of the Provost. Inclusion in the HBU Catalog is considered sufficient notice to all students of University policy and procedures regarding this matter.

## **ACADEMIC GRIEVANCE POLICY AND PROCESS**

A student may file an academic grievance if he or she believes a grade was awarded improperly or for any academic grievance matter. The formal process is described below and must be followed by all parties in order to resolve a dispute.

1. The student should make an appointment with the faculty member in question to discuss the matter in person. The student is advised, but not required, to apprise his or her advisor of the matter. It is appropriate to try to resolve differences amicably and in person if at all possible. This is especially true at a Christian institution. If the student is concerned that a private meeting with the faculty member will create antagonism, the student may skip to Step 2. However, the student must make this concern known in writing to the chair of the department in which the course is located explaining why he or she believes this to be the case.
2. If the student continues to dispute the grade after the face-to-face meeting, the student may bring the matter to the chair of the department. This step requires the student to make a written appeal to the chair and provide a copy to the faculty member and academic advisor. The chair will review the student's concern and consult with the faculty member, either individually or with both present. The chair will respond to the student and the faculty member in writing of the chair's recommendation and notify the dean.
3. If the student is unsatisfied with the chair's recommendation, the student may submit a written request to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed response from the disputants and to assure integrity in the assigning of grades to students by faculty. However, the Committee has no authority to force the change of a grade. The membership of the committee is composed of all parties heretofore mentioned with the dean serving as chair of the Committee. The dean will also select at least one faculty member from the college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved

disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

## **HBU NAVIGATE**

To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented HBU Navigate, a program that gives students and instructors the resources they need to track student progress. Your professor may issue you a kudos such as “Strong Class Participation” or “Outstanding Academic Performance” and may also issue a flag in HBU Navigate if he or she believes you are struggling in their course. You should meet with you advisor and professor to discuss new strategies for successful completion of the course, and follow any recommendations you receive in the flag email.

## **EMAIL POLICY**

All University and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

## **INCOMPLETE COURSE REQUEST**

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

## **ACADEMIC CALENDAR**

Review the [Academic Calendar](#) here.

## **LATE WORK & TEST POLICY**

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

## **STUDENT EVALUATION OF INSTRUCTOR**

Students will complete faculty appraisal forms as regularly administered by the University.

---

Student Signature – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. **I promise to uphold the Academic Integrity Policy at Houston Baptist University and will not tolerate its violation by others.**

- A. Demonstrates knowledge of assessment principles and procedures, including the appropriate use of tests and test results.
  - C. Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, and ethics).
  - E. Understands principles of testing and measurement that underlie group standardized testing programs.
- 010 – The school counselor understands and complies with ethical, legal and professional standards relevant to the profession.**
- E. Knows how to use research, technology and other resources to facilitate continual professional growth and improve the school guidance and counseling program.

The following TExES Diagnostician (153) Competencies are addressed in part or in full in this course:

**004 – The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.**

- A. Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation.
- B. Demonstrates knowledge of standards for test norming, reliability and validity; procedures used in standardizing assessment instruments; and sources of measurement error.
- E. Applies knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal).

**005 – The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.**

- B. Demonstrates knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).

**008 – The educational diagnostician understands and applies knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.**

- F. Applies knowledge of ethical practices (e.g., in relation to confidentiality, informed consent, placement, state accountability measures).
- B. Knows organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families and/or colleagues.

### IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

Not Applicable

### Course Correlation to Pedagogy and Professional Responsibilities and TAC §228.30\*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for	1. Text Structure (organization) 3. Identifying the word (root, prefix, suffix) 2. Vocabulary teaching strategies 4. Fluency basic teaching strategies	Lit Review (depending on student's topic choice)

**The College of Education and Behavioral Sciences  
School of Education  
Houston Baptist University  
Course Syllabus  
EDAD 6192: Leadership Seminar  
Spring Fast-term  
DEPARTMENT OF LEADERSHIP AND COUNSELING**

**COURSE DESCRIPTION AND PURPOSE:** This course is designed to help students prepare for the Texas Examination of Educator Standards (TExES) for state principal certification. The course will focus on content and sample questions from the authorized preparation manual for the state principal examination distributed by the National Evaluation Systems, Inc. Information will also be utilized from the state publication Proficiencies for Leaders in Learner-Centered Schools and other appropriate sources. Students must score a minimum of 80% on the TExES practice tests in order to be authorized by the College of Education to take the state TExES examination.

**PREREQUISITES:** EDAD 6192 Seminar in Educational Leadership, is a required course for completion of a degree in Educational Administration and will prepare the student for passing the TExES exam for the Texas Standard Principal's Certificate. There is no course prerequisite for this course other than admission to the M. Ed. program.

**INSTRUCTOR INFORMATION**

Name:  
E-mail:  
Office Phone:  
Office Location:  
Office Hours:  
Day(s) and Time Course Meets:  
Day and Time of Final Exam:

**LEARNING RESOURCES**

**Textbook(s) Required:**

TEXES Principal 068 Preparation Manual

[http://cms.texasets.org/files/4714/4976/3536/068\\_principal\\_prep\\_manual.pdf](http://cms.texasets.org/files/4714/4976/3536/068_principal_prep_manual.pdf)

***Recommended Supplementary Text:***

- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, Va: Association for Supervision and Curriculum Development. ISBN-10: 1416602275 ISBN-13: 978-1416602279
- TExES Practice New Guide Fall 2018
- Wilmore, E.L. (2015). *Passing the principal TExES exam: practice tests for success*. Corwin. ISBN-10: 1483366731 ISBN-13: 978-1483366739

**COURSE OBJECTIVES**

1. Identify Texas Principal Standards as related to school practice
2. Explain the duties and responsibilities of a school principal
3. Prepare for the TExES 268 Principal Exam
4. Explain expectations for the PASL

and critical thinking, and instilling an awareness and sensitivity to the many constituencies the students will eventually serve. This course is taught in a Christian environment and emphasizes educational excellence, respect for all persons, personal growth, a sense of community, and service as the students are being prepared for the teaching profession.

*The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."*

## TOPICAL OUTLINE

1. Texas Principal Standards and Competencies
2. Test taking strategies
3. Vocabulary and Concepts in School Leadership
4. Reading a TAPR Report
5. Culture and Climate
6. Human Capital
7. Instructional Leadership
8. Executive Leadership
9. Strategic Leadership

### EDAD 6192 Leadership Seminar Schedule of Topics – Fast term 2017

Date	Class Topics and Readings	Task(s)
Online	<p>Introduction to the TExES 068 Exam-Online Characteristics of an Effective School Leader</p> <p>Vocabulary Review for the Principalship Reading TAPR Reports</p>	<p>Respond to online discussion question <b>Due by 11:59 pm</b></p> <p>Exam Vocabulary Review TAPR Report Assignment <b>Due by 11:59 pm</b></p>
Online	<p>Students will take the online TExES 286 Practice test Disaggregate Exam results by Domains and Competencies Create a study plan for TExES exam</p>	<p>Online Practice Exam Disaggregate Exam results by Domains and Competencies Create a study plan for TExES 268 study guide. <b>Due by 11:59 pm</b></p>
1/6/2018	<p>On campus seminar: Test Review breakout sessions. PASL Expectations and Processes</p>	<p>Respond to reflection questions Revise study plan <b>Due by 11:59 pm</b></p>
1/10/2018 Online	<p>Comprehensive Exam Review Registration Review of Texas Principal Standards Review of EDAD courses</p>	<p>Respond to online discussion questions <b>Due by 11:59 pm</b> Create comprehensive exam</p>

Assessments in this course are designed to correlate to the rigor and expectations addressed within the School of Education & Behavioral Sciences Graduate Comprehensive Examination.

### Grading Standards

Grade		Grade points per semester hour
A	94 and above	4
A-	90-93	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
D	72 and below	0.00

### ASSIGNMENT DESCRIPTIONS

1. **Attendance and Participation:** This seminar reviews all concepts and vocabulary in preparation for the TExES 068 Principal Certification exam. In class activities and test practice questions are an important part of this preparation.

TAC 1-- Instructional Leadership

TAC 2-- Human Capital

TAC 3-- Executive Leadership

TAC 4-- School Culture

TAC 5-- Strategic Operations

TExES 268 Domains I-IV

2. **TExES Practice Exam:** Students must take the HBU practice exam before they are given clearance to take the actual state exam. Students must score an 80% or higher on the HBU Practice Exam to be approved to take the actual exam.

TAC 1-- Instructional Leadership

TAC 2-- Human Capital

TAC 3-- Executive Leadership

TAC 4-- School Culture

TAC 5-- Strategic Operations

TExES 268 Domains I-IV

### 3. Online Discussion Questions- *Discussion Forums (2)*

The Discussion Forums will open at 12:01am on the first business day of the week, Monday, with posts due by 11:55 p.m. Central Time on Fridays. You will share your ideas and viewpoints about the effective school leadership. You must respond to at least 3 other students in the discussion forums. Formulate 2 questions which will provoke the inquisitiveness of your classmates. This will assist them with reflecting upon and responding to your article. Responses must be over 200 words in length. This will be 10% of your grade.

### Guidelines and Rubric for Online Discussion Boards

In this class, online discussions will count towards your Assignments grade in the course (see syllabus). The purpose of the discussion board is to frame and promote collaborative learning. Active and regular participation is not only important for me to see, but also important for you in learning the course content and in developing your thoughts and positions on various topics.

*The three cardinal rules for Discussion Boards:*

- Make connections to the course content and/or other experiences, but connections are unclear, not firmly established or are not obvious.
  - Contain novel ideas, connections, and/or real-world application but lack depth, detail and/or explanation.
  - Are from participants who interact freely and occasionally attempt to motivate discussion.
- \*If these criteria are met but the 100-200-word count is not met, the score will drop two points.

### **C Discussion (7-8 points) – participated 2 time, minimum of 3 posts**

#### **C-level postings:**

- Are usually, but not always, made in a timely fashion.
- Are generally accurate, but the information delivered is limited.
- Make vague or incomplete connections between class content and posting by other students.
- Summarize what other students have posted and contain few novel ideas.
- Show marginal effort to become involved with group.

\*If these criteria are met but the 100-200-word count is not met, the score will drop two points.

### **D Discussion (6-7 points) – participated 1 time, minimum 2 posts**

#### **D level postings:**

- Are not made in timely fashion, if at all.
- Are superficial, lacking in analysis or critique.
- Contribute few novel ideas, connections, or applications.
- May veer off topic.
- Show little effort to participate in learning community as it develops.

\*If these criteria are met but the 100-200-word count is not met, the score will drop two points.

### **F Discussion (0 points).**

- Participant was rude or abusive to other course participants. In this case, the number and quality of other posts is irrelevant.

#### **OR**

- Participant failed to meet the basic criteria for the “D Discussion”.

4. **Study Plans-** Students will create study plans for the TExES Principal exam and the HBU Comprehensive Exam based on practice test scores and reviews. You will find the TExES Principal Exam study plan on p. 78 of the TEXES Principal 068 Preparation Manual. The study guide for the HBU Comprehensive Exam is on Blackboard under “Course Content”

TAC 1-- Instructional Leadership

TAC 2-- Human Capital

TAC 3-- Executive Leadership

TAC 4-- School Culture

TAC 5-- Strategic Operations

### **Study Plan Rubric (10%) TAC 1,4; PSEL 4,6, 10; ITSE 1,3,4; ELCC 1,2 TExES 268 Domains I-IV**

Criteria	4	3	2	1
A specific and clear Study plan effectively implements all tasks associated with the solution.	A clear action plan exists for each task.	A clear action plan exists for most tasks	A clear action plan exists for some tasks.	A clear action plan is non-existent
A study plan employs a logical sequence of events.	The sequence of timeline events is completely	The sequence of timeline event is mostly	Th sequence for timeline events lack some	The sequence of timeline events has no logical

## **ACADEMIC ACCOMMODATIONS**

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, [www.hbu.edu/504](http://www.hbu.edu/504) for all accommodation policies and procedures.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

In compliance with the Family Educational Rights and Privacy Act (FERPA), HBU cannot release personally identifiable information to any person other than the student, unless written permission is given for the University to do so. Students may give permission for their educational records to be released to designated parties by completing the "FERPA Authorization to Release Education Records" in the Registrar's Office.

In general, no personally identifiable information from a student's education records will be disclosed without written consent from the student. This includes, but is not limited to, grade reports, academic schedule information, and transcripts. Two exceptions may, however, be made: (1) directory information may be released unless the student requests that it be withheld, as explained in the section below; (2) records may be disclosed to parents of students who depend upon them as defined by Internal Revenue Code 1986, Section 152. HBU has designated the following student information as public or "directory information:" name; local and permanent addresses; telephone numbers; e-mail addresses; date and place of birth; classification; major field(s) of study; classification; dates of attendance; degrees, honors, and awards received; most recent educational institution attended; participation in officially recognized sports and activities; weight and height of athletic team members; and photographs.

At its discretion, the institution may disclose such information for any purpose. Any new or currently enrolled student who does not want his/her directory information disclosed should notify the HBU Registrar in writing by using the FERPA Request to Withhold/Release Directory Information form. Such notification must be received by the end of the first full week of classes for any term to ensure that the student's directory information is not released except to officials with legitimate educational purposes as authorized by FERPA.

The request to withhold directory information will remain in effect as long as the student continues to be enrolled or until the student files a written request with the HBU Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the HBU Registrar during the student's last term of attendance.

HBU assumes that failure on the part of any student to specifically request the withholding of categories of "directory information" indicates individual approval for disclosure.

## **ACADEMIC INTEGRITY POLICY**

Academic integrity is valued at HBU and is at the very heart of the nature of the University as a Christian Liberal Arts Institution. It is the responsibility of all students, faculty, and staff to demonstrate academic integrity. The Academic Integrity policy is designed to promote "the development of moral character, the enrichment of spiritual lives, and the perpetuation of growth in Christian ideals" (HBU Preamble).

Upholding academic integrity provides experience that develops students to act with integrity in all areas of their lives. It is not considered "grace" to allow students to bend rules or act unethically without consequence; to do so violates faculty and staff's obligation to "train the mind, develop the moral character, and enrich the spiritual lives" (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

## ACADEMIC GRIEVANCE POLICY AND PROCESS

A student may file an academic grievance if he or she believes a grade was awarded improperly or for any academic grievance matter. The formal process is described below and must be followed by all parties in order to resolve a dispute.

1. The student should make an appointment with the faculty member in question to discuss the matter in person. The student is advised, but not required, to apprise his or her advisor of the matter. It is appropriate to try to resolve differences amicably and in person if at all possible. This is especially true at a Christian institution. If the student is concerned that a private meeting with the faculty member will create antagonism, the student may skip to Step 2. However, the student must make this concern known in writing to the chair of the department in which the course is located explaining why he or she believes this to be the case.
2. If the student continues to dispute the grade after the face-to-face meeting, the student may bring the matter to the chair of the department. This step requires the student to make a written appeal to the chair and provide a copy to the faculty member and academic advisor. The chair will review the student's concern and consult with the faculty member, either individually or with both present. The chair will respond to the student and the faculty member in writing of the chair's recommendation and notify the dean.
3. If the student is unsatisfied with the chair's recommendation, the student may submit a written request to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed response from the disputants and to assure integrity in the assigning of grades to students by faculty. However, the Committee has no authority to force the change of a grade. The membership of the committee is composed of all parties heretofore mentioned with the dean serving as chair of the Committee. The dean will also select at least one faculty member from the college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved and no legal representation nor any other parties are permitted. After hearing both sides and deliberating the Committee will render a judgment as to what it advises should be done. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.
4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal to the Provost. The Provost will make a judgment whether or not to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered: 1) that the process itself is unfair; 2) that the student was not treated fairly in the process. The burden will be on the student to demonstrate with facts and evidence that the process or the treatment was unfair. Depending on the Provost's findings, the matter may be returned to the Standards Committee for further review.
5. A student is permitted to ask the University Ombudsman to serve as an advisor throughout this process; however, the student must make this known to all parties involved in the academic grievance process. At no time, should any HBU employee advise a student anonymously or write an appeal document.
6. If a student questions any grade as recorded in the Registrar's Office, the student has a period of one (1) year beginning with the end of the term in which the grade was awarded, or six (6) months after the degree is conferred (whichever comes sooner), to challenge the accuracy of the grade.

## PLAGIARISM SOFTWARE

Note that the University utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. Turnitin is now integrated within Blackboard and a class ID and a password is no longer needed.

All major papers for this course will be submitted to the plagiarism prevention software, Turnitin through their blackboard course on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process.

schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

#### **STUDENT EVALUATION OF INSTRUCTOR**

Students will complete faculty appraisal forms as regularly administered by the University.

---

**Student Signature – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. I promise to uphold the Academic Integrity Policy at Houston Baptist University and will not tolerate its violation by others.**

teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

- (i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
- (ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.
- (iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

- (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;
- (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;
- (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;
- (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;
- (V) facilitate professional learning communities to review data and support development;
- (VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and
- (VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers

expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

**(B) Indicators.**

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

**International Society for Technology in Education (ISTE) Standards Administrators (2009):**

<http://www.iste.org/standards/standards-for-administrators> ISTE Standards for Administrators guide administrators in supporting digital age learning, creating technology-rich learning environments and leading the transformation of the educational landscape.

1. Visionary leadership Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders

b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision

c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital age learning culture Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

a. Ensure instructional innovation focused on continuous improvement of digital-age learning

b. Model and promote the frequent and effective use of technology for learning

- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

### **Professional Standards for Educational Leaders (PSEL)**

The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC and CCSSO Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015. <http://www.wallacefoundation.org/knowledge-center/Documents/Professional-Standards-for-Educational-Leaders-2015.pdf>

#### **Standard 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

#### **Standard 2. Ethics and Professional Norm**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

#### **Standard 3. Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

#### **Standard 7. Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

#### **Standard 8. Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.

- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

## **ELCC Standards - Standards for Advanced Programs in Educational Leadership (ELCC)ELCC BUILDING LEVEL STANDARDS**

<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOO%3D&tabid=676>

**ELCC Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

### **ELCC STANDARD ELEMENTS:**

**ELCC 1.1:** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

**ELCC 1.2:** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

**ELCC 1.3:** Candidates understand and can promote continual and sustainable school improvement.

**ELCC 1.4:** Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

**ELCC Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers. ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies

### **ELCC STANDARD ELEMENTS:**

ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

### **TEXES 268 Principal Framework**

#### **DOMAIN I—SCHOOL CULTURE (School and Community Leadership)**

##### **Competency 001**

The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

- A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
- I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

##### **Competency 002**

- A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walkthroughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

#### **Competency 006**

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

### **DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

#### **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

- A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences
- B. Develops and implements strategies for systematically communicating internally and externally
- C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
- D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

#### **Competency 008**

The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
- B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society

#### Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\*

PR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations )	No formal reading instruction is directly studied in this class, but is reflected in historical and current issues in education.
IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: <a href="http://www.youtube.com/playlist?list=PLYCCyVal2q1vuF3qlz1NjEWFEMbaBMvC">http://www.youtube.com/playlist?list=PLYCCyVal2q1vuF3qlz1NjEWFEMbaBMvC</a>	Ethics are discussed and emphasized in this course
II, III	3. Child Development	A variety of theories for child development.	Cultural and classroom effects on child development are studied.
I, III	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	In the context of educational philosophies, motivation is studied.
I, III	5. Learning Theories	A variety of learning theories	Curricular concerns address learning theories associated with today's classrooms and the accountability movement
III	6. TEKS Organization,	<a href="http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/">http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/</a> click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	Overview of the TEKS.
III	7. Content TEKS		Overview of the TEKS.
IV	8. State Assessment of Students & STAAR: Testing,	Requirements , responsibilities, scoring, analysis & use of results <a href="http://www.tea.state.tx.us/student.assessment/staar/">http://www.tea.state.tx.us/student.assessment/staar/</a>	Overview of the STARR
III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Current Curricular concerns, such as designing curriculum for effective learning, are discussed.
II	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Assessment and its role in the era of accountability are examined.
V	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Classroom organization and climate in this diverse era is

# **The College of Education and Behavioral Studies**

## **School of Education**

**Houston Baptist University**

### **Course Syllabus**

**EDAD 6301: Administrative Theory and Practice**

#### **COURSE DESCRIPTION**

This course explores theory and practices related to organizational behavior, development, models, and change; shared decision-making; and instructional leadership. Major topics include the new roles of school leaders, issues related to school reform, community and stakeholder involvement, improvement of the teaching and learning environment, enhancing student achievement, and ethics.

#### **COURSE SEQUENCE IN CURRICULUM**

EDAD 6301 Administrative Theory and Practice is a required course for completion of a degree in Educational Administration and will prepare the student for passing the TExES exam for the Texas Standard Principal's Certificate. There is no course prerequisite for this course other than admission to the M. Ed. program.

#### **DAY, TIME & LOCATION OF CLASS**

#### **INSTRUCTOR INFORMATION**

Name: .

Email:

Office

Office:

Office Hours: Monday-Wednesday 11am-4pm

**DAY AND TIME FOR FINAL EXAM:** May 9, 2017 5pm

#### **LEARNING RESOURCES**

##### **Textbook(s) Required:**

1. Green, R.L. (2017). *Practicing the art of leadership: A problem-based approach to implementing the professional standards for educational leaders*. Pearson ISBN-10: 0134290186 ISBN-13: 978-0134290188
2. Texas Education Agency. (2016). *Advancing Educational Leadership (AEL) Participant Guide*.

**Other Required Materials:** Use of Blackboard, articles from the Internet, and other sources as needed.

#### **COURSE OBJECTIVES**

1. Describe and present a rationale for the basic duties and responsibilities of school leaders working at various levels.
2. Apply certain decision-making, leadership, and motivating strategies and techniques in problem-solving situations.

In relation to the mission of the University, this course will help provide the graduate student with information that supports effective content area science pedagogy and curriculum development; provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning environment; encourage academic excellence, freedom, and objectivity; model and support a commitment to professional excellence; develop critical and creative thinking, compassion, responsibility, ethics, professionalism, and a continuing interest in learning; and integrate faith and learning.

#### **TOPICAL OUTLINE**

1. AEL Conceptional Framework
2. Texas leadership standards and competencies
3. School Culture
4. Leadership Frameworks
5. 5 Dysfunctions of a Team
6. Theories and Approaches to School Leadership
7. Establishing and Sustaining Vision, Mission and Goals
8. Organizational Influences on Leadership
9. Developing Self and Others
10. Enhancing Leadership Effectiveness Through Communication
11. Conflict Resolution
12. Instructional Leadership and Change
13. Coaching
14. Managing Data and Processes
15. Decision Making: Quality and Acceptance

#### **EDAD 6301 Administrative Theory and Practice Schedule of Topics – Spring 2017**

*The content of this outline and the attached schedule are subject to change at the discretion of the professor.*

<b>Face to face</b>	AEL Improving Instruction Coaching	Class Participation in all activities
<b>Online</b>	Instructional Leadership and Change Green Chapter 8 Decision Making: Quality and Acceptance Green Chapter 6	Case Study Analysis 2 Complete the Reflective Questions and Scenario Analysis for Scenario 9 pp. 193- 198
<b>Face to face</b>	AEL: Managing Data and Processes Rattlesnake Alert Leadership Analogies	Class Participation in all activities <b>Research paper due</b>
<b>Face to face</b>	AEL Wrap Up- Final Reflections	

### TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection (both oral and written)
3. Media presentations
4. Small group activities and simulations
5. Technology: Discussion board, student research, and student creation of media

### ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking principal certification and AEL certification are included in this course.

1. These assignment/activities develop and/or assess state and national standards including 19 TAC §149.1001 and TExES Principal standards, domains, and competencies. ISTE, PSEL and ELCC Building level standards previously listed.
2. Additionally, this course indirectly provides preparatory learning experiences to support students' future performance aligned with program standards for professional certification, Principalship.

## GRADING STANDARDS

Assessments in this course are designed to correlate to the rigor and expectations addressed within the School of Education & Behavioral Sciences Graduate Comprehensive Examination.

Grading Scale for Graduates: Grading Scale for Graduates: 93 -100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76= C; 72 and below=F

**ASSIGNMENT DESCRIPTIONS:** These assignment/activities develop and/or assess state and national standards including 19 TAC §149.1001; TExES Principal standards, domains, and competencies; ISTE; PSEL; and ELCC Building level standards previously listed.

1. **Attendance and Participation:** This course includes the requirements for TEA Certification of Advancing Educational Leadership (AEL). Students must attend all face to face classes and participate in all activities to qualify for this certification
2. **Reflective Assignments (5):** Students will respond to both the reading and experiences during class meetings to reflect upon leadership theory and practice. Each reflection should be at least 1000 words in length, double spaced, 12pt font.
3. **Case Study Analysis (2):** Students will respond to the case studies and analyze the situation using knowledge and experience in leadership theory and practice. Each analysis should be at least 1000 words in length, double spaced, 12pt font.

### Rubric for Reflective and Cases Study Assignments

Criteria-Expectation Level	20pts	10pts	5pts
<b>Content &amp; Organization</b>			
1. All key elements of the assignments are covered			
2. The content is comprehensive, accurate, and/or persuasive			
3. The writing develops a central theme or idea, directed toward the appropriate audience.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
5. The introduction/summary provides sufficient background on the topic			

<b>Criteria-Expectation Level</b>	<b>20pts</b>	<b>10pts</b>	<b>5pts</b>
<b>Content &amp; Organization</b>			
1. All key elements of the topic are covered			
2. The content is comprehensive, accurate, and/or persuasive			
3. The writing develops a central theme or idea, directed toward the appropriate audience.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
5. The introduction/summary provides sufficient background on the topic and previews major points using appropriate peer reviewed research.			
<b>Format &amp; Style</b>			
1. Paragraph transitions are present and logical and maintain the flow throughout.			
2. The tone is appropriate to the content and assignment.			
3. Sentences are complete, clear and concise.			
4. Sentences are well-constructed with consistently strong, varied sentences.			
5. Sentence transitions are present and maintain the flow of thought.			
<b>Mechanics</b>			
1. The report follows correct formatting (APA).			
2. Correctly cite original works within the body of the report. (APA)			
3. The layout has effective use of headings, font and size, and white space.			
4. Rules of grammar, usage, and punctuation are followed.			
5. Spelling is correct.			
6. Reference page follows APA formatting and reflects all cited work. Minimum of 12 references cited.			

**Comments:**

given for the University to do so. Students may give permission for their educational records to be released to designated parties by completing the "FERPA Authorization to Release Education Records" in the Registrar's Office.

In general, no personally identifiable information from a student's education records will be disclosed without written consent from the student. This includes, but is not limited to, grade reports, academic schedule information, and transcripts. Two exceptions may, however, be made: (1) directory information may be released unless the student requests that it be withheld, as explained in the section below; (2) records may be disclosed to parents of students who depend upon them as defined by Internal Revenue Code 1986, Section 152. HBU has designated the following student information as public or "directory information:" name; local and permanent addresses; telephone numbers; e-mail addresses; date and place of birth; classification; major field(s) of study; classification; dates of attendance; degrees, honors, and awards received; most recent educational institution attended; participation in officially recognized sports and activities; weight and height of athletic team members; and photographs.

At its discretion, the institution may disclose such information for any purpose. Any new or currently enrolled student who does not want his/her directory information disclosed should notify the HBU Registrar in writing by using the FERPA Request to Withhold/Release Directory Information form. Such notification must be received by the end of the first full week of classes for any term to ensure that the student's directory information is not released except to officials with legitimate educational purposes as authorized by FERPA.

The request to withhold directory information will remain in effect as long as the student continues to be enrolled or until the student files a written request with the HBU Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the HBU Registrar during the student's last term of attendance.

HBU assumes that failure on the part of any student to specifically request the withholding of categories of "directory information" indicates individual approval for disclosure.

## **ACADEMIC INTEGRITY POLICY**

Academic integrity is valued at HBU and is at the very heart of the nature of the University as a Christian Liberal Arts Institution. It is the responsibility of all students, faculty, and staff to demonstrate academic integrity. The Academic Integrity policy is designed to promote "the development of moral character, the enrichment of spiritual lives, and the perpetuation of growth in Christian ideals" (HBU Preamble).

Upholding academic integrity provides experience that develops students to act with integrity in all areas of their lives. It is not considered "grace" to allow students to bend rules or act unethically without consequence; to do so violates faculty and staff's obligation to "train the mind, develop the moral character, and enrich the spiritual lives" (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one's own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community.

**Academic Dishonesty Defined**

The student may appeal the action by following the process outlined in the Academic Grievance Policy and Process. Once an investigation into an alleged violation of academic integrity has begun, the student may not receive a grade of "W" for the course in which the alleged violation occurred. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty or misconduct, including but not limited to a pattern of academic dishonesty or misconduct. A decision to suspend a student is made by the Office of the Provost. Inclusion in the HBU Catalog is considered sufficient notice to all students of University policy and procedures regarding this matter.

## **ACADEMIC GRIEVANCE POLICY AND PROCESS**

A student may file an academic grievance if he or she believes a grade was awarded improperly or for any academic grievance matter. The formal process is described below and must be followed by all parties in order to resolve a dispute.

1. The student should make an appointment with the faculty member in question to discuss the matter in person. The student is advised, but not required, to apprise his or her advisor of the matter. It is appropriate to try to resolve differences amicably and in person if at all possible. This is especially true at a Christian institution. If the student is concerned that a private meeting with the faculty member will create antagonism, the student may skip to Step 2. However, the student must make this concern known in writing to the chair of the department in which the course is located explaining why he or she believes this to be the case.
2. If the student continues to dispute the grade after the face-to-face meeting, the student may bring the matter to the chair of the department. This step requires the student to make a written appeal to the chair and provide a copy to the faculty member and academic advisor. The chair will review the student's concern and consult with the faculty member, either individually or with both present. The chair will respond to the student and the faculty member in writing of the chair's recommendation and notify the dean.
3. If the student is unsatisfied with the chair's recommendation, the student may submit a written request to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed response from the disputants and to assure integrity in the assigning of grades to students by faculty. However, the Committee has no authority to force the change of a grade. The membership of the committee is composed of all parties heretofore mentioned with the dean serving as chair of the Committee. The dean will also select at least one faculty member from the college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved and no legal representation nor any other parties are permitted. After hearing both sides and deliberating the Committee will render a judgment as to what it advises should be done. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.
4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal to the Provost. The Provost will make a judgment whether or not to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered: 1) that the process itself is

## **HBU NAVIGATE**

To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented HBU Navigate, a program that gives students and instructors the resources they need to track student progress. Your professor may issue you a kudos such as “Strong Class Participation” or “Outstanding Academic Performance” and may also issue a flag in HBU Navigate if he or she believes you are struggling in their course. You should meet with your advisor and professor to discuss new strategies for successful completion of the course, and follow any recommendations you receive in the flag email.

## **EMAIL POLICY**

All University and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

## **INCOMPLETE COURSE REQUEST**

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

## **ACADEMIC CALENDAR**

Review the [Academic Calendar](#) here.

## **LATE WORK & TEST POLICY**

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

## **STUDENT EVALUATION OF INSTRUCTOR**

Students will complete faculty appraisal forms as regularly administered by the University.

---

**Student Signature – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. I promise to uphold the Academic Integrity Policy at Houston Baptist University and will not tolerate its violation by others.**

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations,

(i) Effective executive leaders:

- (I) are committed to ensuring the success of the school;
- (II) motivate the school community by modeling a relentless pursuit of excellence;
- (III) are reflective in their practice and strive to continually improve, learn, and grow;
- (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
- (V) keep staff inspired and focused on the end goal even as they support effective change management;
- (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;
- (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
- (VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

- (i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
- (ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

- (i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.
- (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
- (iii) Intentional family and community engagement. The principal engages families and community members in student learning.
- (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

- (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;
- (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
- (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;
- (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision

c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital age learning culture Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

a. Ensure instructional innovation focused on continuous improvement of digital-age learning

b. Model and promote the frequent and effective use of technology for learning

c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

d. Ensure effective practice in the study of technology and its infusion across the curriculum

e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in professional practice Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology

c. Promote and model effective communication and collaboration among stakeholders using digital age tools

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic improvement Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

### **Standard 2. Ethics and Professional Norm**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

### **Standard 3. Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

f) Infuse the school's learning environment with the cultures and languages of the school's community

#### **Standard 6. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

#### **Standard 7. Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

#### **Standard 10. School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

**ELCC STANDARD ELEMENTS:**

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

**ELCC STANDARD ELEMENTS:**

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

**ELCC STANDARD ELEMENTS:**

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies

learning.

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
- D. Ensures that parents and other members of the community are an integral part of the campus culture

## **DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)**

### **Competency 003**

The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

### **Competency 004**

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

### **Competency 006**

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

## **DOMAIN IV—EXECUTIVE LEADERSHIP** (Communication and Organizational Management)

### **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

### **Competency 008**

The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

## **DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY**

### **Competency 011**

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

### Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations )	No formal reading instruction is directly studied in this class, but is reflected in historical and current issues in education.
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: <a href="http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFeMtxaBMvC">http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFeMtxaBMvC</a>	Ethics are discussed and emphasized in this course
I, II, III	3. Child Development	A variety of theories for child development.	Cultural and classroom effects on child development are studied.
I, II, III	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	In the context of educational philosophies, motivation is studied.
I, II, III	5. Learning Theories	A variety of learning theories	Curricular concerns address learning theories associated with today's classrooms and the accountability movement
I, III	6. TEKS Organization,	<a href="http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/">http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/</a> click on Testing/ Accountability,	Overview of the TEKS.
I, III	7. Content TEKS	click on Texas Essential Knowledge and Skills for much more information.	Overview of the TEKS.
I, II, IV	8. State Assessment of Students & STAAR: Testing,	Requirements , responsibilities, scoring, analysis & use of results <a href="http://www.tea.state.tx.us/studentassessment/staar/">http://www.tea.state.tx.us/studentassessment/staar/</a>	Overview of the STARR
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Current Curricular concerns, such as designing curriculum for effective learning, are discussed.
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Assessment and its role in the era of accountability are examined.
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Classroom organization and climate in this diverse era is examined.
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	Diversity in the schools and the ways to achieve equity of education are explored.
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Skills in communication at a professional level are enhanced through readings and discussions.
I, III	14. Instructional Technology <a href="http://www.sbec.state.tx.us/SBECOnline/slandtest/edstancertfieldlevi.asp">http://www.sbec.state.tx.us/SBECOnline/slandtest/edstancertfieldlevi.asp</a>	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate	An Internet research activity promotes the students to access and evaluate professional resources and Websites.

# **The College of Education and Behavioral Sciences**

## **School of Education**

**Houston Baptist University**

### **Course Syllabus**

#### **EDAD 6302 Instructional Leadership and Evaluation**

Department of Leadership and Counseling

#### **COURSE DESCRIPTION**

This course will study major issues, problems, and trends in Instructional Leadership and Evaluation. An analysis of leadership skills required of the principal in the areas of curriculum, supervision, group processes, organization for school improvement, and staff development will be emphasized. EDAD 6302 Instructional Leadership and Evaluation is one of the courses required in the program for the M.Ed. in Educational Administration and Principal Certification. It is recommended that students have completed EDAD 6301 and EDAD 6308 before taking this course.

#### **INSTRUCTOR INFORMATION**

Name:  
E-mail:  
Office Phone:  
Office Location:  
Office Hours:  
Day(s) and Time Course Meets:  
Day and Time of Final Exam:

#### **LEARNING RESOURCES**

##### **Textbook(s) Required:**

Glickman, C.D., Ross-Gordon, J.M., & Gordon, S.P. (2018). Supervision and instructional leadership: A developmental approach 10<sup>th</sup> ed. Boston. Allyn and Bacon.  
ISBN-9780134521978

Hattie, J. & Yates, G. (2014). Visible learning and the science of how we learn. NY. Routledge.  
ISBN 978-0-415-70499

#### **COURSE LEARNING OBJECTIVES**

This course is one of the courses in the Principal Preparation Program and is designed to provide opportunities for the education professional to develop a theoretical base for effective instructional leadership.

Candidates will:

1. model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans.
2. prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research.

provide knowledge and skills based on administrative theories and practical applications. Graduate students will develop a foundational understanding of the components and interactions of administration in the educational field, all within a Christian perspective.

#### **RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

- The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”
- In relation to the mission of the University, this course will provide a practical learning experience that will help to prepare the student for the position of assistant principal or principal through opportunities to interact with practicing school administrators and addressing tasks that school administrators address throughout the year (i.e., understanding data to make decisions, communicating with parents and staff, addressing student discipline, observing teachers to provide feedback on how to improve instruction).

#### **TOPICAL OUTLINE**

1. Curriculum and Instruction
2. CIA and Alignment
3. School Culture
4. Supervision
5. Effective Schools
6. Higher Cognitive Learning
7. Equity
8. Data Driven Decision Making
9. Professional Learning Communities
10. Language of Coaching
11. Rigor and Relevance
12. Scripting for Feedback
13. Leveraging resources to focus on instruction
14. Leadership Behavior

			<b>Online Journal Entry Due December 2 by 11:59 pm</b>
	Face-to-face	Technical Tasks of Supervision Professional Development, Adult Learning	<u>Readings (to be completed prior to class):</u> Glickman, et al., Chapters 16
	Face to Face	Cultural Tasks of Supervision	<b>Instructional Action Plan Presentations</b>

## ASSESSMENT OF LEARNING

### Course Requirements.

- All assignments are to be word-processed (12 pt. font, 1-inch margins, double-spaced, no cover page) unless otherwise indicated. **Print on only one side of the paper.** Points will be deducted and/or the effort revised if these directions are not followed.
- All submissions should be grammatically correct as well as free from misspellings. This is an essential skill for professionals. For that reason, each grammatical error or misspelling will be subject to a 3-point deduction from the total grade for the assignment.
- **Formal Standard English.** It is expected that all oral and written communication be in formal Standard English, including all e-mail correspondence. In written work, penalties will be assessed for difficulties with organization, clarity, punctuation, capitalization and usage as well as use of informal language/slang—even if the content is appropriate.
- All work should include page numbers.
- All classwork efforts (papers/projects and topics) are to be original work that has not been submitted previously or simultaneously or addressed in any other manner in another course.
- All work submitted electronically must have the **student's last name** in the title of the file/attachment.
- **APA Formatting.** All references and resources should be cited using the American Psychological Association (APA) 6<sup>th</sup> Ed. style. Questions regarding that style will be welcomed and a style manual is available for viewing. Here is a very helpful website: <http://owl.english.purdue.edu/owl/resource/560/01/>
- **NOTE:** *The use of Blackboard and ONLY the HBU e-mail system are required*

Assessments in this course are designed to correlate to the rigor and expectations addressed within the College of Education and Behavioral Sciences Graduate Comprehensive Examination. It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.

## **ASSIGNMENT DESCRIPTIONS AND RUBRICS**

### **Online Journal Assignments (7)**

Throughout the semester, students will complete reflection journal entries relating to the class discussions and assigned readings in the Hattie & Yates book. Responses should be no less than 500 words and should cover their interpretation of the concepts discussed and relationship to instructional leadership practices. Entries should be double spaced and in 12 pt. font with respect to APA 6<sup>th</sup> Ed. citation rules. (30%) TAC 1,4; PSEL4,6; ELCC 1,2

#### **1. Hattie & Yates Chapters 1 & 2**

Although there is no necessary connection between knowing an area well and being able to teach it well within a whole class situation, nevertheless, there are many times when the depth of your curriculum knowledge is of incredible importance to you as a principal. Just when is the case?

#### **2. Hattie & Yates Chapters 10, 11, 12**

The Bloom report from 1980s point to a consistent pattern underpinning the development of high performers. What sequence of effects and influences was described? Do you agree or disagree? Why?

#### **3. Hattie & Yates Chapters 13, 14**

What types of learning are retained easily? What things are forgotten quickly? How can this information be used when coaching teachers?

#### **4. Hattie & Yates Chapters 16, 17, 18**

Cognitive load theory says that many aspects of classroom instruction introduce extraneous load. Often learners can tolerate a level of extraneous load. No big deal. So, just when does it become a serious matter, and for whom?

#### **5. Hattie & Yates Chapters 21, 22**

The advent of the electronic revolution and Internet has not always met with approval from significant educators. Outline the critical or alarmist view? Where are you in this debate? Defend your position.

#### **6. Hattie & Yates Chapters 24, 25, 26**

What is the relationship between self-esteem and one's perceived competencies? When do they converge? When are they likely to be quite unrelated? How does this affect you as an instructional leader?

#### **7. Hattie & Yates Chapters 28, 29**

Have you ever experienced an incident in school where you simply did not see what you "should have" seen? Given hindsight, was it carelessness? Could IB have contributed? Why or why not?

getting the problem solved. This plan should be based on campus data, connected to your campus strategic plan, and budget priorities. (10%) TAC 1,4; PSEL 4,6, 10; ITSE 1,3,4; ELCC 1,2

### Format of Assignments

All online reflections must be at least 500 words, no longer than 1000 words. Font: Times New Roman, 12 pt. font. Double spaced.

If you refer to any outside sources of information, you must cite it correctly using APA 6<sup>th</sup> Ed formatting. References must be included at the end of the paper linked to any citation you made. If you use a direct quote, the page number must be included in the citation.

### Rubric for Journal Entries (30%) TAC 1,4; PSEL4,6; ELCC 1,2

Criteria	5p	3pts	1pt
<b>Content &amp; Organization</b>			
1. All key elements of the questions are covered			
2. The content is comprehensive, accurate, and/or persuasive			
3. The discussion develops a central theme or idea, directed toward the appropriate audience.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
5. The introduction provides sufficient background on the topic and previews major points.			
<b>Format &amp; Style</b>			
1. Activity transitions are present and logical and maintain the flow throughout the learning interaction.			
2. The tone is appropriate to the content and assignment.			
3. Sentences are complete, clear and concise.			
4. Sentences are well-constructed with consistently strong, varied sentences.			
5. Sentence transitions are present and maintain the flow of thought.			
<b>Mechanics</b>			
1. Correctly cite original works within the body of the handout.			
2. Rules of grammar, usage, and punctuation are followed.			
3. Spelling is correct.			

Comments:

### Grading Rubric for Instructional Leadership Interview (10%) TAC 1,4; PSEL4,6; ELCC 1,2

Criteria	10	5	3	1
----------	----	---	---	---

<b>Content &amp; Organization</b>			
1. All key elements of the vision statement are covered.			
2. The content is comprehensive, accurate, and/or persuasive			
3. The vision develops a central theme, directed toward the needs of all students.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
<b>Format &amp; Style</b>			
1. The tone is appropriate to the content and assignment.			
2. Sentences are complete, clear and concise.			
3. Sentences are well-constructed with consistently strong, varied sentences.			
4. Sentence transitions are present and maintain the flow of thought.			
<b>Mechanics</b>			
1. Rules of grammar, usage, and punctuation are followed.			
2. Spelling is correct.			
Points			
Total Score			

Comments:

### Action Plan Rubric (10%) TAC 1,4; PSEL 4,6, 10; ITSE 1,3,4; ELCC 1,2

Criteria	4	3	2	1
A specific and clear action plan effectively implements all tasks	A clear action plan exists for each task.	A clear action plan exists for most tasks	A clear action plan exists for some tasks.	A clear action plan is non-existent

## **Student Appraisal**

Students will complete faculty appraisal forms online as regularly administered by the University.

## **TEACHING/LEARNING STRATEGIES**

The following teaching/learning activities may be emphasized.

1. Interactive lecture/discussion/reading
2. Small group and individual activities and/or projects
3. Use of media/technology/online interactive access
4. Literature research/review/presentation

## **CLASS POLICIES**

### **ATTENDANCE**

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first-class session after the student has enrolled in the course. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his/her performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. In either case, all applicable attendance policies will be stipulated in the course syllabus.

### **ABSENCE AND TARDY POLICIES**

Please see the catalog currently in use for the University's policy on classroom absences caused in the course of student representation of the University, such as athletics, chorale, and mock trial activities.

### **DROPPING A CLASS**

Once a student registers for a class, the student will receive a grade for the class unless the drop process is completed through the Registrar's Office. **YOU MUST OFFICIALLY WITHDRAW FROM A CLASS** if you intend to drop it. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees.

### **ACADEMIC ACCOMMODATIONS**

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at [504@hbu.edu](mailto:504@hbu.edu) to schedule an appointment to discuss and request academic accommodation services. Academic accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, [www.hbu.edu/504](http://www.hbu.edu/504), for all accommodation policies and procedures.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community. All academic integrity matters are to be documented in Advocate on the HBU portal which is accessed by clicking on the "Advocate" button.

#### Academic Dishonesty Defined

Academic integrity is violated when academic dishonesty or misconduct has occurred. As a Christian university, HBU views any act of academic dishonesty as a violation of the University's fundamental principles. Academic dishonesty occurs when a student:

1. submits the work or record of someone else as his/her own;
2. copies another's quiz or exam answers, laboratory work, or written assignments (e.g., homework);
3. willfully cooperates with or seeks aid from another student during an academic assessment;
4. has special information for use in an evaluation activity that is not available to other students in the same activity;
5. accesses unauthorized materials during an exam (e.g., cell phone, textbook, prohibited calculators)
6. copies, uses, buys, sells, or otherwise shares any part of an academic assessment (e.g., an exam);
7. works together with other students on assignments that are clearly intended to be individual in nature;
8. prepares assignments (e.g., papers) for another student to turn in as his/her own work;
9. submits work as his/her own when it is not (i.e., plagiarism). This includes quoting or paraphrasing another's work or ideas without citing and referencing appropriately;
10. submits work for one class that has largely been prepared for and submitted for a grade in another class;
11. falsifies or fabricates data or information;
12. falsifies or fabricates fieldwork documentation (e.g., internship hours).

Other forms of academic misconduct include:

1. destroying, concealing, stealing, or otherwise abusing resource materials (e.g., library books);
2. computer misuse, including illegal use or destruction of computer software or hardware, downloading, emailing, or otherwise accessing unauthorized material (e.g., pornographic content, gambling programs), accessing any computer through a login that belongs to someone else, or otherwise engaging in inappropriate or illegal activity (e.g., hacking, tampering with network, harassment) including the aforementioned using HBU wi-fi;
3. unauthorized copying or distribution of copyrighted materials;
4. engaging in research activities with human subjects without the approval of the Research and Development Committee;
5. classroom misconduct, i.e., any conduct which is disrespectful, harassing, aggressive, or otherwise substantially disrupts the progress of the class in the judgment of the faculty member.

The faculty member is responsible for notifying students in every class at the beginning of each term about the Academic Integrity Policy by including the policy in every course syllabus. Students are responsible for knowing and following the policy in all cases. The faculty member or academic administrative officer is responsible for establishing clearly whether academic dishonesty or misconduct has occurred.

college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved and no legal representation nor any other parties are permitted. After hearing both sides and deliberating the Committee will render a judgment as to what it advises should be done. The dean will access the same file in Advocate where the chair's information about the case is located and will then document in the notes section the judgement rendered. The dean is to also upload in the notes section the student's email and any other documents used in the deliberations. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.

4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal using his/her HBU email account to the Provost. The Provost will make a judgment if to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered: 1) that the process itself is unfair; 2) that the student was not treated fairly in the process. The burden will be on the student to demonstrate with facts and evidence that the process or the treatment was unfair. Depending on the Provost's findings, the matter may be returned to the Standards Committee for further review. The Provost's office will upload any pertinent information related to the case in the same case file in Advocate.
5. A student is permitted to ask the University Ombudsman to serve as an advisor throughout this process; however, the student must make this known to all parties involved in the academic grievance process. At no time should any HBU employee advise a student anonymously or write an appeal document.
6. If a student questions any grade as recorded in the Registrar's Office, the student has a period of one (1) year beginning with the end of the term in which the grade was awarded, or six (6) months after the degree is conferred (whichever comes sooner), to challenge the accuracy of the grade.

#### **PLAGIARISM SOFTWARE**

Note that the University utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. Turnitin is now integrated within Blackboard and a class ID and a password are no longer needed.

All major papers for this course will be submitted to the plagiarism prevention software, Turnitin, through the blackboard course on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process.

In accordance with FERPA, and to best protect the student's privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. Student names for submission are ignored and not added to the database submissions. This information is used only to assist the faculty member with grading papers for the appropriate student.

#### **CHILDREN IN CLASSROOMS**

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance. For safety reasons, children are prohibited from all laboratories.

#### **CLASSROOM BEHAVIOR EXPECTATIONS**

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are

Students will complete faculty appraisal forms as regularly administered by the University.

---

Student Signature – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. I promise to uphold the Academic Integrity Policy at Houston Baptist University and will not tolerate its violation by others.

## **COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES REQUIREMENTS**

### **REQUIREMENTS RELATED TO TAC, ISTE, PSEL, AND ELCC STANDARDS**

- The course learning objectives acquired through the experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for state domains and competencies aligned with the TExES Principal (068) exam: [http://cms.texas-ets.org/index.php/download\\_file/1086/](http://cms.texas-ets.org/index.php/download_file/1086/)
- The following TAC, ISTE, PSEL, and ELCC standards, and competencies are represented in this course:

#### **Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter BB. Administrator Standards**

##### **Texas Administrative Code (TAC) Texas Principal Standards**

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students.

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

**(B) Indicators.**

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

**International Society for Technology in Education (ISTE) Standards Administrators (2009):** <http://www.iste.org/standards/standards-for-administrators> ISTE Standards for

c. Promote and model effective communication and collaboration among stakeholders using digital age tools

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic improvement Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources

b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning

c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals

d. Establish and leverage strategic partnerships to support systemic improvement

e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital citizenship Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners

b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology

c. Promote and model responsible social interactions related to the use of technology and information

d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

### **Professional Standards for Educational Leaders (PSEL)**

The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC and CCSSO Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015.

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

#### **Standard 4. Curriculum, Instruction, and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction

#### **Standard 5. Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

#### **Standard 8. Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

#### **Standard 9. Operations and Management**

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. Effective leaders:

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

### **ELCC Standards - Standards for Advanced Programs in Educational Leadership (ELCC) ELCC BUILDING LEVEL STANDARDS**

**<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOO%3D&tabid=676>**

**ELCC Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

#### **ELCC STANDARD ELEMENTS:**

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

**ELCC Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

#### **ELCC STANDARD ELEMENTS:**

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.  
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies

**SBEC Standards for state domains and competencies aligned with the TExES**

**Principal (068) exam:** [http://cms.texas-ets.org/index.php/download\\_file/1086/](http://cms.texas-ets.org/index.php/download_file/1086/)

**Domains and Competencies**

**Domain I — School Community Leadership Competency 001:** The principal knows how to shape campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community\*. The principal knows how to:

- A. Create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students and staff.
- B. Ensure that parents and other members of the community are an integral part of the campus culture.
- C. Implement strategies to ensure the development of collegial relationships and effective collaboration.
- D. Respond appropriately to diverse needs in shaping the campus culture.
- E. Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- F. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- G. Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- H. Align financial, human and material resources to support implementation of a campus vision.
- I. Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- J. Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- K. Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision. \* School Community includes students, staff, parents/caregivers and community members.

**Competency 002:** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote student success. The principal knows how to:

- A. Communicate effectively with families and other community members in varied educational contexts.
- B. Apply skills for building consensus and managing conflict.
- C. Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- D. Develop and implement strategies for effective internal and external communications.
- E. Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.

**Competency 005:** The principal knows how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. The principal knows how to:

- A. Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- B. Facilitate the implementation of sound, research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students.
- C. Create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision.
- D. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- E. Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.
- F. Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.
- G. Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment conducive to teaching and learning.
- H. Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.
- I. Analyze instructional needs and allocate resources effectively and equitably.
- J. Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- K. Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.

**Competency 006:** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development and apply the legal requirements for personnel management. The principal knows how to:

- A. Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- B. Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and contexts.
- C. Allocate appropriate time, funding and other needed resources to ensure the effective implementation of professional development plans.
- D. Implement effective, appropriate and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff.
- E. Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- F. Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- G. Engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

- A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
- I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

## **DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)**

### **Competency 003**

The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

- A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walkthroughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

		<p>results</p> <p>4. Communicate in different formats.</p> <p>5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.</p>	
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	Course reading, activities, assignments, and projects, all include the appropriate use of varied instructional strategies.
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	Differentiating instruction is discussed in coursework and readings.
IV	17. Certification Test Preparation (6 clock hrs. required)	Testing study guides, standards, frameworks, competencies, practice tests <a href="http://www.texas.ets.org">www.texas.ets.org</a>	
<b>TAC §228.35 &amp; H.B. 2012 Requirements</b>			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	<p>1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia</p> <p><u>Dyslexia Informational Power Point</u> <u>Dyslexia Handbook - English (PDF. 2.45 MB. outside source)</u></p>	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I-35 Corridor from Dallas/Ft Worth to San Antonio)	This is discussed and assessed on final exam
	Status of HBU program	Pass rates & accreditation status	Status of program
IV	Teacher (T-TESS) & principal (T-PRESS) evaluation: <a href="http://tea.texas.gov/Texas_Educators/Evaluation_and_Support_System/">http://tea.texas.gov/Texas_Educators/Evaluation_and_Support_System/</a>	The purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal, the manual which is required to be given to all teachers/principals.	
I, II, III, IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	Educator's rights and responsibilities are examined and assessed on Final exam

**The College of Education and Behavioral Sciences**  
**School of Education**  
**Houston Baptist University**

**Course Syllabus**  
**EDAD 6304 School Business Management and Finance**

*Spring 2018*  
Department of Educational Leadership and Counseling

**COURSE DESCRIPTION**

Study of roles, responsibilities, systems and procedures in school business matters. Includes budgeting, accounting, data processing, purchasing, personnel, and management of facilities, equipment, and real property. Examination of federal, state, and local programs to finance education.

EDAD 6304 School Management and Finance is a required course for completion of a degree in Educational Administration and will prepare the student for passing the TExES exam for the Texas Standard Principal's Certificate. There is no course prerequisite for this course other than admission to the M.Ed. program.

**INSTRUCTOR INFORMATION**

Name:  
Email:  
Office Phone:  
Office Location:  
Office Hours

*Other times available by appointment.*

Day and Time Course Meets:

Day and Time of Final Exam:

**LEARNING RESOURCES: Required**

- Sorenson, R. D., & Goldsmith, L. M. (2013). *The principal's guide to school budgeting* (2nd ed.). Thousand Oaks, CA: Corwin Press. ISBN-10: 1452255474
- Subtitle I of the Texas Education Code: School Finance and Fiscal Management
- Texas Education Agency. (2017). *Texas Public School Finance Overview*. Retrieved from [http://tea.texas.gov/Finance\\_and\\_Grants/State\\_Funding/Additional\\_Finance\\_Resources/School\\_Finance\\_Presentations/](http://tea.texas.gov/Finance_and_Grants/State_Funding/Additional_Finance_Resources/School_Finance_Presentations/)

**COURSE OBJECTIVES**

Upon completion of this course, students should be able to do the following:

1. Apply school finance terminology in terms of definitions or meaning.
2. Identify the major sources of tax revenue in Texas and the United States for the support of public education.
3. Discuss state laws concerning the development and approval of a school and district funding.
4. Have a basic understanding of the Texas formula for funding independent school districts.
5. Identify the difference between municipal and independent school districts.
6. Describe the components of the Texas Foundation School Program (FSP).
7. Identify how the Basic Allotment and ADA are used to calculate a district's Tier I and Tier II entitlement.
8. Explain the reasoning for Chapter 41: Equalized Wealth Level, and how recapture is applied in Texas school funding.
9. Discuss state laws concerning the development and approval of a school and district budget.
10. Apply the theory of the purpose of a budget in terms of developing educational plans for a school and district.

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the stated goals and purpose of the University, this course will provide learning experiences and opportunity for graduate students to become reflective future educational administrators as they develop in academic and professional accomplishments in a Christian atmosphere. In particular, the learning experiences in this course help to prepare the future school administrator with the knowledge and skills related to successful management and conduct of school finance and related issues in an ethical manner.

## TOPICAL OUTLINE

### Overview/Purpose of the Course

This course is one of the courses in the Principal Preparation Program and is designed to provide opportunities for the education professional to develop a theoretical base for effective decision making as a school administrator. The student will achieve a scientific orientation toward the field of education administration by drawing upon the disciplines of business and finance. Students will study current financial issues and the challenges of managing and financing education, with a focus on budget management at the campus level.

This course includes the following topics:

- Orientation to School Finance
- A Guide to Texas School Finance – (It's complicated!)
- Developing School and District Budgets
- Leadership Theory and Practices in School Budgeting
- Effective and Efficient Budget Practices
- Building a School Budget

*The content of this outline and the attached schedule are subject to change at the discretion of the professor.*

### EDAD 6304.H1 – School Business Management and Finance – Aldine ISD

#### Schedule of Topics – Spring 2018

Date		Discussion topics and readings	Assignments
	F2F	<p><b>**What do you know about school finance/budgeting?</b></p> <p>School district review assignments</p> <p>Introductions; rubric review; expectations</p> <p>Orientation to Public School Finance</p> <p>TAPR review (Actual Financial Data)</p> <p>Discussion – Preface and Chapter 1; Sources of school funding; Budgeting Success</p>	<p>Buy your book</p> <p>Bring your laptop or tablet to each class.</p> <p>Read your syllabus</p> <p>Complete syllabus quiz</p> <p>Read through course calendar</p> <p>Search for an article (no more than 1 year old) relating to Texas public school finance. Read the article and summarize it. <u>Be prepared to discuss your article during class on</u></p> <p>Choose a district to research – see BB discussion board</p> <p>Make an appointment to interview your principal. See rubric in BB.</p>

4/9	F2F	Chapter 6 – Budget calendar/practices/ accounting codes/allocation statement	Review Chapters 4,5,6 Work on budget development project
4/16	Online	Budget project workday	Work on budget development project
4/23	F2F	Budget project workday – bring what you have to class to get feedback Course Evaluations	Budget development project due
4/30	Online	Budget project due today	NO LATE WORK ACCEPTED
5/7	F2F	Final exam	

**Assessment of Learning**  
*Course Requirements/Grade Distribution*

Assignment	Learning Objective(s)*	Point Value
Full class attendance and active participation in class discussion and all other activities as assigned	1-24	200
Conduct an interview with a current school administrator regarding budget	1; 9-23; TAC 149: 5A(i) (I-V)5A(ii), 5B(i)(iii); TAC 241.15: C 5-8, F 1-2,5-8; TExES 268: 001 B,D; ELCC 1.2,5.2	200
Attend a school district board meeting and write a summary of the budget discussions	1-11; TAC 149: 5A(i)(IV,V); TAC 241.15: F 5-8; TExEs 268: 005 F; ELCC 3.1,3.2	200
Learning self-reflection/discussion – completed when assigned	1-24; TAC 149: 5A(i)(II); TAC 241.15: D 7; ELCC 5.2	100
Budget development project	1; 9-24; TAC 149: 5A(i)(I-V), 5B(iii); TAC 241.15: B 1-2, C 5-8, F 1-2,5-8, H 4,8; TExES 268: 001 B,D, 002 A,C, 005 F, 007 C,D, 008, A, 009 A,C, 010 A-E, 011 B,F; ISTE 3a; ELCC 1.2,1.4,3.1,3.2,4.1,5.2	500
Total points for course		1200 points

\*Standards are included in Appendix A.

**Grading Standards – Graduate**

Grade	Percentage	Grade Points
A	(93 and above)	4.00
A–	(90 – 92)	3.67
B+	(87 – 89)	3.33
B	(83 – 86)	3.00
B–	(80 – 82)	2.67
C+	(77 – 79)	2.33

	and use correct grammar and syntax	complete and have fewer than 3 errors	and/or have more than 3 errors
<b>Reflection</b>	Reflection is thoughtful and insightful	Reflection is mostly thoughtful and insightful	Reflection is not thoughtful and/or insightful

### Learning self-reflection

Each student will complete a self-reflection when assigned, reflecting on and analyzing the learning from that particular class.

### **Rubric for Learning self-reflection**

15-17, 26; TAC 149: 5A(i)(II); TAC 241.15: D 7; ELCC 5.2

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does not meet expectations</b>
	<b>3</b>	<b>2</b>	<b>1</b>
<b>Reflection</b>	The reflection explains the student's own thinking and learning processes and also indicates what this means for future learning.	The reflection explains the student's thinking about his/her learning processes.	The reflection does not address the student's thinking and/or learning.
<b>Analysis</b>	The reflections goes beyond a simple description of the learning to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.	There is some analysis, but the analysis lacks depth.	The reflection is only a description of the learning experience.
<b>Connections</b>	The reflection indicates that the student is able to make multiple connections between this learning experience and previous courses, past learning, and life experiences.	The reflection indicates that the student is able to make some connections between this learning experience and past experiences.	The reflection contains no connections to other learning or past experiences.

### School board meeting

There are two parts to this assignment. You must complete both parts.

**Part I:** Attend a Texas public school district board meeting. Using the board agenda as your guide, write a summary of the budget discussions and/or finance items on the agenda. What were the challenges? Did the district have to make some "tough decisions" when choosing between expenditure priorities? Was there any finance/budget discussion that happened during a discussion of another item on the agenda? Reference the board agenda item when discussing the various budget discussions and or finance items. The summary must be in 12-point Times New Roman font, double-spaced.

**Part II:** After writing your summary, take some time to reflect. What did you learn from the school board meeting? What questions were not asked that should have been asked or that you would have liked to have asked? Did anything surprise you? In one or two paragraphs, summarize your reflection on the board meeting.

The summary must be in 12-point Times New Roman font, double-spaced.

### **Rubric for School Board meeting review**

1-4; 6-10; 11-14; TAC 149: 5A(i)(IV,V); TAC 241.15: F 5-8; TExEs 268: 005 F; ELCC 3.1,3.2

<b>School board meeting</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Correct board</b>			

<b>Descriptive narrative</b>	30	20	10
<b>Programmatic Identifiers</b>	30	20	10
<b>Mission statement</b>	30	20	10
<b>Student enrollment projections</b>	30	20	10
<b>Analysis of the academic action plan</b>	30	20	10
<b>Needs assessment and priority analysis</b>	40	25	10
<b>Teacher/student distribution table</b>	40	25	10
<b>Faculty apportionment table</b>	30	20	10
<b>Forecast of population trends using cohort survival method</b>	50	30	10
<b>Any above basic personnel requests and justifications</b>	30	20	10
<b>Allocation statement</b>	40	25	10
<b>Salaries for personnel table</b>	30	20	10
<b>Final budget compilation using codes, descriptors, and dollar totals</b>	50	30	10

## **CREDIT HOUR DEFINITION**

Houston Baptist University defines a credit hour as follows:

For online, hybrid, and other nontraditional modes of delivery, semester credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting, forty-five (45) hours of work by a typical student for each semester hour of credit.

## **TEACHING/LEARNING STRATEGIES**

This course will include the following: interactive lecture/discussion/reading, collaborative activities and/or projects, individual activities and/or projects, use of media/technology/online interactive access, and literature research/review/presentation.

## **ATTENDANCE**

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his/her performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. In either case, all applicable attendance policies will be stipulated in the course syllabus.

## **ABSENCE AND TARDY POLICIES**

Please see the catalog currently in use for the University's policy on classroom absences caused in the course of student representation of the University, such as athletics, chorale, and mock trial activities.

and staff's obligation to "train the mind, develop the moral character, and enrich the spiritual lives" (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one's own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community. All academic integrity matters are to be documented in Advocate on the HBU portal which is accessed by clicking on the "Advocate" button.

#### Academic Dishonesty Defined

Academic integrity is violated when academic dishonesty or misconduct has occurred. As a Christian university, HBU views any act of academic dishonesty as a violation of the University's fundamental principles. Academic dishonesty occurs when a student:

1. submits the work or record of someone else as his/her own;
2. copies another's quiz or exam answers, laboratory work, or written assignments (e.g., homework);
3. willfully cooperates with or seeks aid from another student during an academic assessment;
4. has special information for use in an evaluation activity that is not available to other students in the same activity;
5. accesses unauthorized materials during an exam (e.g., cell phone, textbook, prohibited calculators)
6. copies, uses, buys, sells, or otherwise shares any part of an academic assessment (e.g., an exam);
7. works together with other students on assignments that are clearly intended to be individual in nature;
8. prepares assignments (e.g., papers) for another student to turn in as his/her own work;
9. submits work as his/her own when it is not (i.e., plagiarism). This includes quoting or paraphrasing another's work or ideas without citing and referencing appropriately;
10. submits work for one class that has largely been prepared for and submitted for a grade in another class;
11. falsifies or fabricates data or information;
12. falsifies or fabricates fieldwork documentation (e.g., internship hours).

Other forms of academic misconduct include:

1. destroying, concealing, stealing, or otherwise abusing resource materials (e.g., library books);
2. computer misuse, including illegal use or destruction of computer software or hardware, downloading, emailing, or otherwise accessing unauthorized material (e.g., pornographic content, gambling programs), accessing any computer through a login that belongs to someone else, or otherwise engaging in inappropriate or illegal activity (e.g., hacking, tampering with network, harassment) including the aforementioned using HBU wi-fi;
3. unauthorized copying or distribution of copyrighted materials;
4. engaging in research activities with human subjects without the approval of the Research and Development Committee;
5. classroom misconduct, i.e., any conduct which is disrespectful, harassing, aggressive, or otherwise substantially disrupts the progress of the class in the judgment of the faculty member.

The faculty member is responsible for notifying students in every class at the beginning of each term about the Academic Integrity Policy by including the policy in every course syllabus. Students are responsible for knowing and following the policy in all cases. The faculty member or academic administrative officer is responsible for establishing clearly whether academic dishonesty or misconduct has occurred.

The process is to be redemptive in nature. As directed by the faculty member, the student could correct and resubmit the assignment in question or receive a failing grade for the assignment in question. At the sole discretion of the faculty member, the student may be directed to resubmit the assignment in question or the student may receive a failing grade for the assignment in question. However, failing the course specifically as a result of the alleged violation is not an option (although when the grade for the assignment is calculated with grades for all assignments in the course, the result could be failing the course). In all cases, the faculty member shall report the incident to the dean of the college.

The student may appeal the action by following the process outlined in the Academic Grievance Policy and Process. Once an investigation into an alleged violation of academic integrity has begun, the student may not receive a grade of "W" for the course in which the alleged violation occurred. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty or misconduct, including but not limited to a pattern of academic dishonesty or misconduct. A decision to suspend a student is made by the Office of the Provost. Inclusion in the HBU Catalog is considered sufficient notice to all students of University policy and procedures

Note that the University utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. Turnitin is now integrated within Blackboard and a class ID and a password are no longer needed.

All major papers for this course will be submitted to the plagiarism prevention software, Turnitin, through the blackboard course on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process.

In accordance with FERPA, and to best protect the student's privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. Student names for submission are ignored and not added to the database submissions. This information is used only to assist the faculty member with grading papers for the appropriate student.

## **CHILDREN IN CLASSROOMS**

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance. For safety reasons, children are prohibited from all laboratories.

## **CLASSROOM BEHAVIOR EXPECTATIONS**

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

## **HBU NAVIGATE**

To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented HBU Navigate, a program that gives students and instructors the resources they need to track student progress. Your professor may issue you a kudos such as "Strong Class Participation" or "Outstanding Academic Performance" and may also issue a flag in HBU Navigate if he or she believes you are struggling in the course. You should meet with your advisor and professor to discuss new strategies for successful completion of the course, and follow any recommendations you receive in the flag email.

## **EMAIL POLICY**

All University and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

## **INCOMPLETE COURSE REQUEST**

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

## **ACADEMIC CALENDAR**

Review the [Academic Calendar](#) here.

## **LATE WORK & TEST POLICY**

## APPENDIX A: ADDITIONAL REQUIREMENTS FOR SCHOOL OF EDUCATION SYLLABI

### COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES REQUIREMENTS RELATED TO TAC, TExES, ISTE, AND ELCC STANDARDS

The course learning objectives acquired through the experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.

- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for state domains and competencies aligned with the TExES Principal (268) exam:  
[http://cms.texas-ets.org/files/5715/1576/4139/TX\\_268\\_PreviewDocument\\_jan2018.pdf](http://cms.texas-ets.org/files/5715/1576/4139/TX_268_PreviewDocument_jan2018.pdf)
- The following TAC, ISTE, TExES (268), and ELCC standards and competencies are represented in this course:

#### ***Texas Principal Standards: TAC, Chapter 149. Commissioner's Rules Concerning Educator Standards; Subchapter BB. Administrator Standards***

A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for the principal certification including knowledge and skills statements may be found at:  
<http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html>

#### ***Standard 5--Strategic Operations***

The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

##### **(A) Knowledge and skills.**

##### **(i) Effective leaders of strategic operations:**

- (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;
- (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
- (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;
- (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and
- (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

- (ii) In schools with effective leaders of strategic operations, staff has access to resources needed to meet the needs of all students. They understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participates in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

##### **(B) Indicators.**

- (2) gather and organize information from a variety of sources for use in creative and effective campus decision making;
- (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;
- (8) collaboratively plan and effectively manage the campus budget;

(h) **Learner-Centered Instructional Leadership and Management.** A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

- (4) use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;
- (8) acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

**SBEC Standards for State Domains and Competencies** aligned with the TExES Principal (268) exam.

A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for the TExES Principal exam may be found at:

[http://cms.texas-ets.org/files/5715/1576/4139/TX\\_268\\_PreviewDocument\\_jan2018.pdf](http://cms.texas-ets.org/files/5715/1576/4139/TX_268_PreviewDocument_jan2018.pdf)

**The asterisks below indicate TEA Priority Statements for Beginning Principals.**

#### **DOMAIN I—SCHOOL CULTURE (School and Community Leadership)**

##### **Competency 001**

*The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).*

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

##### **Competency 002**

*The beginning principal knows how to work with stakeholders as key partners to support student learning.*

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

#### **DOMAIN III—HUMAN CAPITAL (Human Resource Management)**

##### **Competency 005**

*The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.*

F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

#### **DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

##### **Competency 007**

*The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.*

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

**ELCC Standard 1.0**

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

**ELCC Standard 3.0**

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

**ELCC Standard 4.0**

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

**ELCC Standard 5.0**

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

**Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\***

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations )	No formal reading instruction is directly studied in this class, but is reflected in historical and current issues in education.
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: <a href="http://www.youtube.com/playlist?list=PLYCCyVaf2q1vuF3qlz1NjEWFEMxaBMvC">http://www.youtube.com/playlist?list=PLYCCyVaf2q1vuF3qlz1NjEWFEMxaBMvC</a>	Principal interview; budget project
I, II, III	3. Child Development	A variety of theories for child development.	Cultural and classroom effects on child development are studied.
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	In the context of educational philosophies, motivation is studied.
I, II, III	5. Learning Theories	A variety of learning theories	Curricular concerns address learning theories associated with today's classrooms and the accountability movement
I, III	6. TEKS Organization,	<a href="http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/">http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/</a> click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	Overview of the TEKS.
I, III	7. Content TEKS		Overview of the TEKS.
I, II, IV	8. State Assessment of Students & STAAR: Testing,	Requirements , responsibilities, scoring, analysis & use of results <a href="http://www.tea.state.tx.us/student.assessment/staar/">http://www.tea.state.tx.us/student.assessment/staar/</a>	Budget project
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Current Curricular concerns, such as designing curriculum for effective learning, are discussed.
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Assessment and its role in the era of accountability are examined.
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Classroom organization and climate in this diverse era is examined.
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a> National Assoc. for Gifted	A. ESL/ Bilingual /ELPS: Learning strategies, Listening, Speaking, Reading & Writing	
		B. G/T: Learner characteristics and development, Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children,	Diversity in the schools and the ways to achieve equity of education are explored.

**The College of Education and Behavioral Studies**  
**School of Education**  
**Houston Baptist University**

**Course Syllabus**  
**EDAD 6301: Administrative Theory and Practice**

**COURSE DESCRIPTION**

This course explores theory and practices related to organizational behavior, development, models, and change; shared decision-making; and instructional leadership. Major topics include the new roles of school leaders, issues related to school reform, community and stakeholder involvement, improvement of the teaching and learning environment, enhancing student achievement, and ethics.

**COURSE SEQUENCE IN CURRICULUM**

EDAD 6301 Administrative Theory and Practice is a required course for completion of a degree in Educational Administration and will prepare the student for passing the TExES exam for the Texas Standard Principal's Certificate. There is no course prerequisite for this course other than admission to the M. Ed. program.

**DAY, TIME & LOCATION OF CLASS**

**INSTRUCTOR INFORMATION**

Name: .

Email:

Office

Office:

Office Hours: Monday-Wednesday 11am-4pm

**DAY AND TIME FOR FINAL EXAM:** May 9, 2017 5pm

**LEARNING RESOURCES**

**Textbook(s) Required:**

1. Green, R.L. (2017). *Practicing the art of leadership: A problem-based approach to implementing the professional standards for educational leaders*. Pearson ISBN-10: 0134290186 ISBN-13: 978-0134290188
2. Texas Education Agency. (2016). *Advancing Educational Leadership (AEL) Participant Guide*.

**Other Required Materials:** Use of Blackboard, articles from the Internet, and other sources as needed.

**COURSE OBJECTIVES**

1. Describe and present a rationale for the basic duties and responsibilities of school leaders working at various levels.
2. Apply certain decision-making, leadership, and motivating strategies and techniques in problem-solving situations.

In relation to the mission of the University, this course will help provide the graduate student with information that supports effective content area science pedagogy and curriculum development; provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning environment; encourage academic excellence, freedom, and objectivity; model and support a commitment to professional excellence; develop critical and creative thinking, compassion, responsibility, ethics, professionalism, and a continuing interest in learning; and integrate faith and learning.

#### **TOPICAL OUTLINE**

1. AEL Conceptional Framework
2. Texas leadership standards and competencies
3. School Culture
4. Leadership Frameworks
5. 5 Dysfunctions of a Team
6. Theories and Approaches to School Leadership
7. Establishing and Sustaining Vision, Mission and Goals
8. Organizational Influences on Leadership
9. Developing Self and Others
10. Enhancing Leadership Effectiveness Through Communication
11. Conflict Resolution
12. Instructional Leadership and Change
13. Coaching
14. Managing Data and Processes
15. Decision Making: Quality and Acceptance

#### **EDAD 6301 Administrative Theory and Practice Schedule of Topics – Spring 2017**

*The content of this outline and the attached schedule are subject to change at the discretion of the professor.*

<b>Face to face</b>	AEL Improving Instruction Coaching	Class Participation in all activities
<b>Online</b>	Instructional Leadership and Change Green Chapter 8 Decision Making: Quality and Acceptance Green Chapter 6	Case Study Analysis 2 Complete the Reflective Questions and Scenario Analysis for Scenario 9 pp. 193- 198
<b>Face to face</b>	AEL: Managing Data and Processes Rattlesnake Alert Leadership Analogies	Class Participation in all activities <b>Research paper due</b>
<b>Face to face</b>	AEL Wrap Up- Final Reflections	

### TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection (both oral and written)
3. Media presentations
4. Small group activities and simulations
5. Technology: Discussion board, student research, and student creation of media

### ASSESSMENT OF LEARNING

**Foundational learning experiences required for all students seeking principal certification and AEL certification are included in this course.**

1. These assignment/activities develop and/or assess state and national standards including 19 TAC §149.1001 and TExES Principal standards, domains, and competencies. ISTE, PSEL and ELCC Building level standards previously listed.
2. Additionally, this course indirectly provides preparatory learning experiences to support students' future performance aligned with program standards for professional certification, Principalship.

## GRADING STANDARDS

Assessments in this course are designed to correlate to the rigor and expectations addressed within the School of Education & Behavioral Sciences Graduate Comprehensive Examination.

Grading Scale for Graduates: Grading Scale for Graduates: 93 -100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76= C; 72 and below=F

**ASSIGNMENT DESCRIPTIONS:** These assignment/activities develop and/or assess state and national standards including 19 TAC §149.1001; TExES Principal standards, domains, and competencies; ISTE; PSEL; and ELCC Building level standards previously listed.

1. **Attendance and Participation:** This course includes the requirements for TEA Certification of Advancing Educational Leadership (AEL). Students must attend all face to face classes and participate in all activities to qualify for this certification
2. **Reflective Assignments (5):** Students will respond to both the reading and experiences during class meetings to reflect upon leadership theory and practice. Each reflection should be at least 1000 words in length, double spaced, 12pt font.
3. **Case Study Analysis (2):** Students will respond to the case studies and analyze the situation using knowledge and experience in leadership theory and practice. Each analysis should be at least 1000 words in length, double spaced, 12pt font.

### Rubric for Reflective and Cases Study Assignments

Criteria-Expectation Level	20pts	10pts	5pts
<b>Content &amp; Organization</b>			
1. All key elements of the assignments are covered			
2. The content is comprehensive, accurate, and/or persuasive			
3. The writing develops a central theme or idea, directed toward the appropriate audience.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
5. The introduction/summary provides sufficient background on the topic			

Criteria-Expectation Level	20pts	10pts	5pts
<b>Content &amp; Organization</b>			
1. All key elements of the topic are covered			
2. The content is comprehensive, accurate, and/or persuasive			
3. The writing develops a central theme or idea, directed toward the appropriate audience.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
5. The introduction/summary provides sufficient background on the topic and previews major points using appropriate peer reviewed research.			
<b>Format &amp; Style</b>			
1. Paragraph transitions are present and logical and maintain the flow throughout.			
2. The tone is appropriate to the content and assignment.			
3. Sentences are complete, clear and concise.			
4. Sentences are well-constructed with consistently strong, varied sentences.			
5. Sentence transitions are present and maintain the flow of thought.			
<b>Mechanics</b>			
1. The report follows correct formatting (APA).			
2. Correctly cite original works within the body of the report. (APA)			
3. The layout has effective use of headings, font and size, and white space.			
4. Rules of grammar, usage, and punctuation are followed.			
5. Spelling is correct.			
6. Reference page follows APA formatting and reflects all cited work. Minimum of 12 references cited.			

**Comments:**

given for the University to do so. Students may give permission for their educational records to be released to designated parties by completing the "FERPA Authorization to Release Education Records" in the Registrar's Office.

In general, no personally identifiable information from a student's education records will be disclosed without written consent from the student. This includes, but is not limited to, grade reports, academic schedule information, and transcripts. Two exceptions may, however, be made: (1) directory information may be released unless the student requests that it be withheld, as explained in the section below; (2) records may be disclosed to parents of students who depend upon them as defined by Internal Revenue Code 1986, Section 152. HBU has designated the following student information as public or "directory information:" name; local and permanent addresses; telephone numbers; e-mail addresses; date and place of birth; classification; major field(s) of study; classification; dates of attendance; degrees, honors, and awards received; most recent educational institution attended; participation in officially recognized sports and activities; weight and height of athletic team members; and photographs.

At its discretion, the institution may disclose such information for any purpose. Any new or currently enrolled student who does not want his/her directory information disclosed should notify the HBU Registrar in writing by using the FERPA Request to Withhold/Release Directory Information form. Such notification must be received by the end of the first full week of classes for any term to ensure that the student's directory information is not released except to officials with legitimate educational purposes as authorized by FERPA.

The request to withhold directory information will remain in effect as long as the student continues to be enrolled or until the student files a written request with the HBU Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the HBU Registrar during the student's last term of attendance.

HBU assumes that failure on the part of any student to specifically request the withholding of categories of "directory information" indicates individual approval for disclosure.

## **ACADEMIC INTEGRITY POLICY**

Academic integrity is valued at HBU and is at the very heart of the nature of the University as a Christian Liberal Arts Institution. It is the responsibility of all students, faculty, and staff to demonstrate academic integrity. The Academic Integrity policy is designed to promote "the development of moral character, the enrichment of spiritual lives, and the perpetuation of growth in Christian ideals" (HBU Preamble).

Upholding academic integrity provides experience that develops students to act with integrity in all areas of their lives. It is not considered "grace" to allow students to bend rules or act unethically without consequence; to do so violates faculty and staff's obligation to "train the mind, develop the moral character, and enrich the spiritual lives" (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one's own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community.

**Academic Dishonesty Defined**

The student may appeal the action by following the process outlined in the Academic Grievance Policy and Process. Once an investigation into an alleged violation of academic integrity has begun, the student may not receive a grade of "W" for the course in which the alleged violation occurred. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty or misconduct, including but not limited to a pattern of academic dishonesty or misconduct. A decision to suspend a student is made by the Office of the Provost. Inclusion in the HBU Catalog is considered sufficient notice to all students of University policy and procedures regarding this matter.

## **ACADEMIC GRIEVANCE POLICY AND PROCESS**

A student may file an academic grievance if he or she believes a grade was awarded improperly or for any academic grievance matter. The formal process is described below and must be followed by all parties in order to resolve a dispute.

1. The student should make an appointment with the faculty member in question to discuss the matter in person. The student is advised, but not required, to apprise his or her advisor of the matter. It is appropriate to try to resolve differences amicably and in person if at all possible. This is especially true at a Christian institution. If the student is concerned that a private meeting with the faculty member will create antagonism, the student may skip to Step 2. However, the student must make this concern known in writing to the chair of the department in which the course is located explaining why he or she believes this to be the case.
2. If the student continues to dispute the grade after the face-to-face meeting, the student may bring the matter to the chair of the department. This step requires the student to make a written appeal to the chair and provide a copy to the faculty member and academic advisor. The chair will review the student's concern and consult with the faculty member, either individually or with both present. The chair will respond to the student and the faculty member in writing of the chair's recommendation and notify the dean.
3. If the student is unsatisfied with the chair's recommendation, the student may submit a written request to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed response from the disputants and to assure integrity in the assigning of grades to students by faculty. However, the Committee has no authority to force the change of a grade. The membership of the committee is composed of all parties heretofore mentioned with the dean serving as chair of the Committee. The dean will also select at least one faculty member from the college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved and no legal representation nor any other parties are permitted. After hearing both sides and deliberating the Committee will render a judgment as to what it advises should be done. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.
4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal to the Provost. The Provost will make a judgment whether or not to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered: 1) that the process itself is

## **HBU NAVIGATE**

To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented HBU Navigate, a program that gives students and instructors the resources they need to track student progress. Your professor may issue you a kudos such as "Strong Class Participation" or "Outstanding Academic Performance" and may also issue a flag in HBU Navigate if he or she believes you are struggling in their course. You should meet with your advisor and professor to discuss new strategies for successful completion of the course, and follow any recommendations you receive in the flag email.

## **EMAIL POLICY**

All University and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

## **INCOMPLETE COURSE REQUEST**

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

## **ACADEMIC CALENDAR**

Review the [Academic Calendar](#) here.

## **LATE WORK & TEST POLICY**

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

## **STUDENT EVALUATION OF INSTRUCTOR**

Students will complete faculty appraisal forms as regularly administered by the University.

---

**Student Signature** – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. **I promise to uphold the Academic Integrity Policy at Houston Baptist University and will not tolerate its violation by others.**

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations,

(i) Effective executive leaders:

- (I) are committed to ensuring the success of the school;
- (II) motivate the school community by modeling a relentless pursuit of excellence;
- (III) are reflective in their practice and strive to continually improve, learn, and grow;
- (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
- (V) keep staff inspired and focused on the end goal even as they support effective change management;
- (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;
- (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
- (VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

- (i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
- (ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

- (i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.
- (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
- (iii) Intentional family and community engagement. The principal engages families and community members in student learning.
- (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

- (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;
- (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
- (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;
- (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision

c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital age learning culture Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

a. Ensure instructional innovation focused on continuous improvement of digital-age learning

b. Model and promote the frequent and effective use of technology for learning

c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

d. Ensure effective practice in the study of technology and its infusion across the curriculum

e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in professional practice Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology

c. Promote and model effective communication and collaboration among stakeholders using digital age tools

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic improvement Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

### **Standard 2. Ethics and Professional Norm**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

### **Standard 3. Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

f) Infuse the school's learning environment with the cultures and languages of the school's community

#### **Standard 6. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

#### **Standard 7. Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

#### **Standard 10. School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

**ELCC STANDARD ELEMENTS:**

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

**ELCC STANDARD ELEMENTS:**

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

**ELCC STANDARD ELEMENTS:**

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies

learning.

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
- D. Ensures that parents and other members of the community are an integral part of the campus culture

## **DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)**

### **Competency 003**

The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

### **Competency 004**

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

#### **Competency 006**

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

### **DOMAIN IV—EXECUTIVE LEADERSHIP** (Communication and Organizational Management)

#### **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

#### **Competency 008**

The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

## **DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY**

### **Competency 011**

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

### Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 3. Identifying the word (root, prefix, suffix) 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations )	No formal reading instruction is directly studied in this class, but is reflected in historical and current issues in education.
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: <a href="http://www.youtube.com/playlist?list=PLYCCyVal2q1vuF3qlz1NjEWFeMxaBMvC">http://www.youtube.com/playlist?list=PLYCCyVal2q1vuF3qlz1NjEWFeMxaBMvC</a>	Ethics are discussed and emphasized in this course
I, II, III	3. Child Development	A variety of theories for child development.	Cultural and classroom effects on child development are studied.
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	In the context of educational philosophies, motivation is studied.
I, II, III	5. Learning Theories	A variety of learning theories	Curricular concerns address learning theories associated with today's classrooms and the accountability movement
I, III	6. TEKS Organization,	<a href="http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/">http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/</a> click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	Overview of the TEKS.
I, III	7. Content TEKS		Overview of the TEKS.
I, II, IV	8. State Assessment of Students & STAAR: Testing,		Overview of the STARR
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Current Curricular concerns, such as designing curriculum for effective learning, are discussed.
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Assessment and its role in the era of accountability are examined.
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Classroom organization and climate in this diverse era is examined.
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	Diversity in the schools and the ways to achieve equity of education are explored.
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Skills in communication at a professional level are enhanced through readings and discussions.
I, III	14. Instructional Technology <a href="http://www.sbec.state.tx.us/SBECOnline/slandtest/edstancertfieldlevl.asp">http://www.sbec.state.tx.us/SBECOnline/slandtest/edstancertfieldlevl.asp</a>	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate	An Internet research activity promotes the students to access and evaluate professional resources and Websites.

**The College of Education and Behavioral Studies  
School of Education  
Houston Baptist University  
Course Syllabus  
Leadership for Inclusive Schools: EDAD 6311**

**COURSE DESCRIPTION**

This course is an in-depth analysis and discussion of the school leader's role in creating and sustaining an inclusive learning environment for all. Candidates will examine diversity through the lens of race/ethnicity, language, economics, and academics. They will also explore the role of the campus leader in the administration and support of special elementary and secondary school programs including Career Technology Education (CTE), special education, compensatory, bilingual, English Language Learners (ELL), and gifted and talented education

**COURSE SEQUENCE IN CURRICULUM**

EDAD 6311 Leadership for Inclusive Schools is a required course for completion of a degree in Educational Administration and will prepare the student for passing the TExES exam for the Texas Standard Principal's Certificate. There is no course prerequisite for this course other than admission to the M. Ed. program.

**DAY, TIME & LOCATION OF CLASS**

On-Line

**INSTRUCTOR INFORMATION**

Name  
E-mail:  
Office Phone  
Office Location:

Day and Time of Final Exam:

**LEARNING RESOURCES**

**REQUIRED**

Theoharis G., & Scanlan, M. (2015). Leadership for increasingly diverse schools: educational leadership for equity and diversity. Routledge, NY ISBN-10: 1138785938 ISBN-13: 978-1138785939

Jensen, E. (2009). Teaching with poverty in mind: what being poor does to kids' brains and what schools can do about it. Association for Supervision & Curriculum Development (ASCD). ISBN-10: 1416608842

ISBN-13: 978-1416608844

*Ordering Textbooks Online:*

<http://www.hbubookstore.com/>

**COURSE LEARNING OBJECTIVES**

- the courses and mentoring necessary for a solid pedagogical grounding in the art, science and practice of teaching;
- essential learning experiences that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their Christian mission and calling as educators to influence individual students and the larger society.

#### **RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

The University is committed to providing an educational program which is committed to academic excellence in an intellectually free and objective environment and to providing physical resources and a campus environment which acknowledges the uniqueness of the individual and encourages the development of the whole person. This course supports these purposes by promoting skills and knowledge necessary for effective teaching, creating a supportive atmosphere in the classroom, emphasizing continual learning, fostering creative and critical thinking, and instilling an awareness and sensitivity to the many constituencies the students will eventually serve. This course is taught in a Christian environment and emphasizes educational excellence, respect for all persons, personal growth, a sense of community, and service as the students are being prepared for the teaching profession.

*The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."*

#### **TOPICAL OUTLINE**

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Leading Increasingly Diverse Schools
2. Social Justice
3. Equity vs Equality
4. Inclusive Leadership and poverty
5. Inclusive Leadership for students with disabilities
6. Inclusive Leadership for students with Gifted and Talented
7. Inclusive Leadership for English Language Learners
8. Inclusive Leadership and race
9. Inclusive Leadership and religion
10. Inclusive Leadership and gender
11. Inclusive Leadership for LGBTQ and questioning students
12. Inclusive Leadership and Community Engagement

	Theoharis & Scanlan- Chapter 7	
<b>Week of March 5th</b>	Leading Increasingly Diverse Schools Theoharis & Scanlan- Chapter 10  Final Exam	Field Experience/Final Exam Due by Friday 11:59pm

### ASSESSMENT OF LEARNING

The following will be required:

1. Full class attendance and active participation in class discussion, quizzes and other assessments, homework, small/large group work, discussion leader, professional learning, and activities/tasks/research/news articles as assigned that may include, but not limited to the learning tasks listed in this syllabus;
2. Study of assigned readings of the textbooks and selected handouts;
3. Cultural Autobiography
4. Case Studies with online discussions;
5. Field Experience/ Campus Equity Audit
6. Midterm Exam
7. Final Exam

### ASSESSMENT OF LEARNING

#### COURSE REQUIREMENTS

Assignment	Weight	TPS Standard	PSEL Standard	ELCC Standard	ISTE Standard
Case Studies and Discussion Forums	20%	Domain I Competencies 001 002, Domain II Competency 003, Domain III Competency 005, Domain IV Competencies 007,008, Domain V Competencies 009, 010, Domain VI Competencies 011	1 a-g; 2 a-f; 3 a-h; 4 a-g; 5 a-f; 6 a & c; 7 a-h; 8 a-j; 9 a-e, g-l, 10 a-j	1.1-4; 2.1- 2.3; 3.3. 3.5; 4.1-4.4;5.1- 5.5; 6.1-6.3	001, 002, 003,004, 005, 006, 007, 008 B, C, E, 009 B, C, D
Professional Research Paper and Presentation	25%	Domain I All, Domain II Competency 004, Domain IV All, Domain V All, Domain VI All	1 a-g; 2 a-f; 3 a-h; 4 a-g; 5 a-f; 6 a & c; 7 a-h; 8 a-j; 9 a-e, g-l, 10 a-j	1.1-4; 2.1- 2.3; 3.3. 3.5; 4.1-4.4;5.1- 5.5; 6.1-6.3	001, 002, 003,004, 005, 006, 007, 008 B, C, E, 009 B, C, D
Cultural Autobiography	10%	Domain I All, Domain IV All, Domain VI All	1 a-g; 2 a-f; 3 a-h; 4 a-g; 5 a-f; 6 a & c; 7 a-h; 8 a-j; 9 a-e, g-l, 10 a-j	1.1-4; 2.1- 2.3; 3.3. 3.5; 4.1-4.4;5.1- 5.5; 6.1-6.3	001, 002, 003,004, 005, 006, 007, 008 B, C, E, 009 B, C, D
Student Data and Campus	25%	Domain I, All, Domain II All,	1 a-g; 2 a-f; 3 a-h; 4 a-g; 5 a-f; 6 a &	1.1-4; 2.1- 2.3; 3.3. 3.5; 4.1-	001, 002, 003,004, 005,

Students are to read and respond to five different articles/cases with topics dealing with diversity/special populations in education as covered in the course. The case study review is to be in an essay format, typed, double-spaced, Times New Roman font 12. You must use APA format throughout document. Responses to the case study should be at least 500 words in length. Responses to three other students must be at least 200 words in length.

### **Guidelines and Rubric for Online Discussion Boards**

In this class, online discussions will count towards your Assignments grade in the course (see syllabus). The purpose of the discussion board is to frame and promote collaborative learning. Active and regular participation is not only important for me to see, but also important for you in learning the course content and in developing your thoughts and positions on various topics.

The three cardinal rules for Discussion Boards:

1. Please remember that the cultural of mutual respect that is part of this course extends into the virtual classroom environment.
2. Participation in these discussion boards is required.
3. Participation alone is not enough; a thoughtful and meaningful approach in your posts is required. (Quality counts!)

The total of your participation in a single discussion board question (topic) will be graded on a ten point scale.

Here is the protocol for posting and contributing to an online discussion:

1. You are expected to participate on at least 3 different days.
2. You should begin at least one thread and provide at least three posts in response to other participants' threads.
3. Posting should be a minimum of one short paragraph and a maximum of two paragraphs. Word totals for each post should be in the 100-200 words range. Whether you agree or disagree explain why with supporting evidence and concepts from the readings or a related experience. Include a reference, link, or citation when appropriate.
4. Be organized in your thoughts and ideas.
5. Incorporate correlations with the assigned readings or topics.
6. Stay on topic.
7. Provide evidence of critical, college-level thinking and thoughtfulness in your responses or interactions. Avoid summarizing.
8. Contribute to the learning community by being creative in your approaches to topics, being relevant in the presented viewpoints, and attempting to motivate the discussion.
9. Be aware of grammar and sentence mechanics.
10. Use proper etiquette. Remember that being respectful is critical.

### **Discussion Rubric:**

Participating is measured by posting on 3 different days. You should make a minimum of 4 postings in total: one new thread and three thoughtful responses to different members. Your participation will be graded on a ten-point scale as follows.

**A Discussion (9-10 points) – participated 3 times, minimum of 4-5 posts**

A-level postings:

- Are made in a timely fashion, giving others an opportunity to respond.
- Are thoughtful and analyze the content or question asked.
- Make connections to the course content and/or other experiences.

After gathering and reviewing the data and plans, you will write a paper analyzing the data and identified areas for improvement on your campus. You will write an analysis paper, identifying **2 measurable goals** that can be achieved over a one to three-year period as it relates to campus improvement. Refer to page 194 in the Theoharis & Scanlan for guidance for writing the goals. For each goal, write **one specific strategy** to reach that goal. You will submit the results of your audit, goals and strategies. Your goals should be, typed, double-spaced, Times New Roman font 12, page numbers and one inch margins. 4-5 pages in length. Use of APA format throughout document.

3. Dyslexia Module- Online

4. SB 460 Module- Online

### 5. Midterm and Final Exam

The Midterm covers Theoharis & Scanlan- Chapter 1,2,4,5,8 and Jensen Chapter 1-4. The midterm exam will be 10% of your grade. The Final Exam is cumulative. The final exam will be 10% of your grade.

### Rubric for Case Studies and Field Experience Assignments

Criteria-Expectation Level	20pts	10pts	5pts
<b>Content &amp; Organization</b>			
1. All key elements of the assignments are covered			
2. The content is comprehensive, accurate, and/or persuasive			
3. The writing develops a central theme or idea, directed toward the appropriate audience.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
5. The introduction/summary provides sufficient background on the topic and previews major points.			
<b>Format &amp; Style</b>			
1. Paragraph transitions are present and logical and maintain the flow throughout.			
2. The tone is appropriate to the content and assignment.			
3. Sentences are complete, clear and concise.			
4. Sentences are well-constructed with consistently strong, varied sentences.			
5. Sentence transitions are present and maintain the flow of thought.			
<b>Mechanics</b>			
1. The report follows correct formatting (APA).			
2. Correctly cite original works within the body of the report.			
3. The layout has effective use of headings, font and size, and			

1. Reading, lecture, and discussion
2. Reflection (both oral and written)
3. Media presentations
4. Small group activities and simulations
5. Technology: Discussion board, student research, and student creation of media

## **ATTENDANCE**

In the online classroom environment, attendance is documented through classroom participation and follows the same policy set forth by HBU. Professors may apply additional attendance policies as appropriate to individual courses. In 100% online classes, there are no face-to-face meetings. Class weeks begin each Monday. Professors should record attendance based on classroom participation at least once per week using the Blackboard attendance module. For attendance purposes, classroom participation is on-time submission of course activities (e.g., posting to a discussion forum, submitting a quiz or assignment, etc.). The fact that the student has logged into the online course is not sufficient evidence of participation for attendance purposes. See Census (12th-day Roll) and Last Date of Attendance topics for additional policy.

## **ABSENCE AND TARDY POLICIES**

Please see the catalog currently in use for the University's policy on classroom absences caused in the course of student representation of the University, such as athletics, chorale, and mock trial activities.

## **DROPPING A CLASS**

Once a student registers for a class, the student will receive a grade for the class unless the drop process is completed through the Registrar's Office. **YOU MUST OFFICIALLY WITHDRAW FROM A CLASS** if you intend to drop it. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees.

## **ACADEMIC ACCOMMODATIONS**

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at [504@hbu.edu](mailto:504@hbu.edu) to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be

Upholding academic integrity provides experience that develops students to act with integrity in all areas of their lives. It is not considered “grace” to allow students to bend rules or act unethically without consequence; to do so violates faculty and staff’s obligation to “train the mind, develop the moral character, and enrich the spiritual lives” (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one’s own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community.

#### Academic Dishonesty Defined

Academic integrity is violated when academic dishonesty or misconduct has occurred. As a Christian university, HBU views any act of academic dishonesty as a violation of the University’s fundamental principles. Academic dishonesty occurs when a student:

1. submits the work or record of someone else as his/her own;
2. copies another’s quiz or exam answers, laboratory work, or written assignments (e.g., homework);
3. willfully cooperates with or seeks aid from another student during an academic assessment;
4. has special information for use in an evaluation activity that is not available to other students in the same activity;
5. accesses unauthorized materials during an exam (e.g., cell phone, textbook, prohibited calculators)
6. copies, uses, buys, sells, or otherwise shares any part of an academic assessment (e.g., an exam);
7. works together with other students on assignments that are clearly intended to be individual in nature;
8. prepares assignments (e.g., papers) for another student to turn in as his/her own work;
9. submits work as his/her own when it is not (i.e., plagiarism). This includes quoting or paraphrasing another’s work or ideas without citing and referencing appropriately;
10. submits work for one class that has largely been prepared for and submitted for a grade in another class;
11. falsifies or fabricates data or information;
12. falsifies or fabricates fieldwork documentation (e.g., internship hours).

Other forms of academic misconduct include:

1. destroying, concealing, stealing, or otherwise abusing resource materials (e.g., library books);
2. computer misuse, including illegal use or destruction of computer software or hardware, downloading, emailing, or otherwise accessing unauthorized material (e.g., pornographic content, gambling programs), accessing any computer through a login that belongs to someone else, or otherwise engaging in inappropriate or illegal activity (e.g., hacking, tampering with network, harassment) including the aforementioned using HBU Wi-Fi;
3. unauthorized copying or distribution of copyrighted materials;

make a written appeal to the chair and provide a copy to the faculty member and academic advisor. The chair will review the student's concern and consult with the faculty member, either individually or with both present. The chair will respond to the student and the faculty member in writing of the chair's recommendation and notify the dean.

3. If the student is unsatisfied with the chair's recommendation, the student may submit a written request to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed response from the disputants and to assure integrity in the assigning of grades to students by faculty. However, the Committee has no authority to force the change of a grade. The membership of the committee is composed of all parties heretofore mentioned with the dean serving as chair of the Committee. The dean will also select at least one faculty member from the college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved and no legal representation or any other parties are permitted. After hearing both sides and deliberating the Committee will render a judgment as to what it advises should be done. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.
4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal to the Provost. The Provost will make a judgment whether or not to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered: 1) that the process itself is unfair; 2) that the student was not treated fairly in the process. The burden will be on the student to demonstrate with facts and evidence that the process or the treatment was unfair. Depending on the Provost's findings, the matter may be returned to the Standards Committee for further review.
5. A student is permitted to ask the University Ombudsman to serve as an advisor throughout this process; however, the student must make this known to all parties involved in the academic grievance process. At no time should any HBU employee advise a student anonymously or write an appeal document.
6. If a student questions any grade as recorded in the Registrar's Office, the student has a period of one (1) year beginning with the end of the term in which the grade was awarded, or six (6) months after the degree is conferred (whichever comes sooner), to challenge the accuracy of the grade.

## **PLAGIARISM SOFTWARE**

resources they need to track student progress. Your professor may issue you a kudos such as “Strong Class Participation” or “Outstanding Academic Performance” and may also issue a flag in HBU Navigate if he or she believes you are struggling in their course. You should meet with you advisor and professor to discuss new strategies for successful completion of the course, and follow any recommendations you receive in the flag email.

## **EMAIL POLICY**

All University and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

## **INCOMPLETE COURSE REQUEST**

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

## **ACADEMIC CALENDAR**

Review the [Academic Calendar](#) here.

## **LATE WORK & TEST POLICY**

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

## **STUDENT EVALUATION OF INSTRUCTOR**

Students will complete faculty appraisal

## **COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES REQUIREMENTS RELATED TO TAC, ISTE, PSEL, AND ELCC STANDARDS**

- The course learning objectives acquired through the experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for state domains and competencies aligned with the TExES Principal (068) exam: [http://cms.texas-ets.org/index.php/download\\_file/1086/](http://cms.texas-ets.org/index.php/download_file/1086/)
- The following TAC, ISTE, PSEL, and ELCC standards, and competencies are represented in this course:

The beginning principal knows how to work with stakeholders as key partners to support student learning.

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
- D. Ensures that parents and other members of the community are an integral part of the campus culture

## **DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)**

### **Competency 003**

The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

### **Competency 004**

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

### **Competency 006**

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

## **DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

### **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. Develops and implements strategies for systematically communicating internally and externally

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

### **Competency 008**

The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

## DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY

### Competency 011

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

### **Professional Standards for Educational Leaders (PSEL)**

The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC and CCSSO Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015.

<http://www.wallacefoundation.org/knowledge-center/Documents/Professional-Standards-for-Educational-Leaders-2015.pdf>

#### **Standard 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

#### **Standard 2. Ethics and Professional Norm**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction

#### **Standard 5. Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community

#### **Standard 6. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

#### **Standard 7. Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

- e) Protect teachers' and other staff members' work and learning from disruption.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

#### **Standard 10. School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

**ELCC STANDARD ELEMENTS:**

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

**ELCC STANDARD ELEMENTS:**

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies

**SBEC Standards for state domains and competencies aligned with the TExES Principal (068) exam:** [http://cms.texas-ets.org/index.php/download\\_file/1086/](http://cms.texas-ets.org/index.php/download_file/1086/)

**Domains and Competencies**

**Domain I — School Community Leadership**

**Competency 001:** The principal knows how to shape campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community\*. The principal knows how to:

A. Create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students and staff.

B. Ensure that parents and other members of the community are an integral part of the campus culture.

C. Implement strategies to ensure the development of collegial relationships and effective collaboration.

D. Respond appropriately to diverse needs in shaping the campus culture.

E. Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.

F. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.

G. Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.

H. Align financial, human and material resources to support implementation of a campus vision.

I. Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.

A. Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).

B. Facilitate the use of sound, research-based practice in the development, implementation and evaluation of campus curricular, co-curricular and extracurricular programs.

C. Facilitate campus participation in collaborative district planning, implementation, monitoring and revision of curriculum to ensure appropriate scope, sequence, content and alignment.

D. Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.

E. Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum.

F. Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs.

G. Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

**Competency 005:** The principal knows how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. The principal knows how to:

A. Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.

B. Facilitate the implementation of sound, research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students.

C. Create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision.

D. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.

E. Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.

F. Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.

G. Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment conducive to teaching and learning.

H. Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.

I. Analyze instructional needs and allocate resources effectively and equitably.

J. Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

K. Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.

**Competency 006:** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development and apply the legal requirements for personnel management. The principal knows how to:

- C. Develop and implement procedures for crisis planning and for responding to crises.
- D. Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

		4. Communicate in different formats.	
		5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	Course reading, activities, assignments, and projects, all include the appropriate use of varied instructional strategies.
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	Differentiating instruction is discussed in coursework and readings.
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests <a href="http://www.texas.ets.org">www.texas.ets.org</a>	
<b>TAC §228.35 &amp; H.B. 2012 Requirements</b>			
I,	Dyslexia: Detection and education of students with dyslexia <u>[TAC RULE §228.35 (4)]</u>	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia <u>Dyslexia Informational Power Point</u> <u>Dyslexia Handbook - English (PDF, 2.45 MB, outside source)</u>	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	This is discussed and assessed on final exam
	Status of HBU program	Pass rates & accreditation status	Current status of program
IV	Teacher (T-TESS) & principal (T-PSS) evaluation: <a href="http://tea.texas.gov/Texas_Educators/Evaluation_and_Support_System/">http://tea.texas.gov/Texas_Educators/Evaluation_and_Support_System/</a>	The purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal; the manual which is required to be given to all teachers/principals.	
I, II, III, IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	Educator's rights and responsibilities are examined and assessed on Final exam

**College of Education and Behavioral Sciences**  
**School of Education**  
**Houston Baptist University**  
**Course Syllabus**  
**EDAD 6312 Interpersonal Communication & Public Relations**  
**Department of Educational Leadership and Counseling**

**COURSE DESCRIPTION**

This course addresses the requisite knowledge, performances, and dispositions necessary for a school leader to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources. Candidates study the meaning of collaborative leadership and the actions necessary to build working alliances. Much attention is focused on the strategies needed to connect across multiple and diverse community boundaries. Candidates also become familiar with an emergent body of research regarding school, family, and community collaboration around schooling issues. In addition, candidates explore the interpersonal communication skills in order to become effective communicators of the campus vision and mission.

EDAD 6312, Interpersonal Communications and Public Relations, is a required course for completion of a degree in Educational Administration and will prepare the student for passing the TExES exam for the Texas Standard Principal's Certificate. There is no course prerequisite for this course other than admission to the M. Ed. program.

**INSTRUCTOR INFORMATION**

Name/Title:  
E-mail:  
Office Phone:  
Office Location:  
Office Hours:  
Days and Time Course Meets:  
Day and Time of Final Exam:

**LEARNING RESOURCES**

Required Text:

Adler, R., Lawrence, R., & Proctor, R. (2015). *Interplay: The Process of Interpersonal Communication* (13<sup>th</sup> edition). ISBN: 978-0-19-939048-9

Supplementary Text:

Epstein, J. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (2<sup>nd</sup> edition). ISBN: 978-0-8133-4447-8

**COURSE OBJECTIVES**

**Upon completion of this course, students should be able to:**

1. Collaboratively develop, implement, and promote a shared vision and mission for quality teaching and learning with all stakeholders.
2. Understanding, appreciate, and use of the community's diverse cultural, social, and intellectual resources to lead to school improvement.
3. Develop communication skills that nurtures a sense of approachability and sustains positive relationships with teachers, staff, children and families/caregivers.

Class	DATE	Class Topics and Activities
1		Introduction of students and formation of groups; course introduction; explanation of syllabus and assignments; Communication theory; communication and school climate; communication systems in schools; communication styles; conflict; interpersonal communication processes; group activity examining communication patterns in schools..
1		Chapter One (text) "Interpersonal Process". The Perception Process and Communication and the Self. Leadership impact on school climate and the importance of self-awareness. Case study analysis in groups
2		Chapters Two and Three (text) "Culture and Communication" & "Communication and the Self" <b>Respond to Discussion Question in Blackboard</b>
3		Leadership Styles Instrument; discussion of personal leadership styles and the impact on communication. Assessments, class discussion (Chapters 1 & 2)  <b>Read Chapter 3 this week.</b>
4		Leadership communication and conflict management. Skill set to deal with conflict and conduct difficult conversations. <b>Read Chapter 4 and Respond to Online Discussion (Case Study)</b>
5		Class Session Chapter Four (text). "Perceiving Others". Discuss Chapters 3 & 4 in class
6		<b>Begin developing the Leadership Communication Paper</b>
7		<b>Group Presentations</b> <ul style="list-style-type: none"> <li>• Communication styles, verbal/non-verbal communication, and conflict management</li> <li>• Communication with teachers and staff. Effective meetings with faculty and teams. Decision-making strategies and reaching consensus. The importance of listening and the development of trust.</li> <li>• Communication with parents and the community. Effective outreach strategies to communicate important issues and concerns. Importance of perception and image.</li> </ul> <b>**Leadership Communication Reflection Paper DUE March 11th</b>
XX		
8		Chapters Five and Six (text). "Language" and "Nonverbal Communication". <b>Respond to Discussion Question in Blackboard</b>
9		<b>Group Presentations</b> <ul style="list-style-type: none"> <li>• Communication with students. The manner in which communication impacts climate and improves student learning. Relationships with students, expectations, student input, school climate.</li> <li>• Communication and crisis management. Development of crisis management plans and the impact on school climate and staff morale.</li> <li>• Communication and technology. Effective use of email, web pages, written communications, press releases, interacting with the media, and effective media relations plans.</li> </ul>
10		Chapters Seven and Eight (text). "Listening" and "Emotions". Countdown paper posted to assignments on Blackboard.
11		Chapter Twelve (text): "Managing Conflict" in schools; case studies and in class discussion
12		Chapter Eleven (text). "Communication Climate." Work on Field Experience/Communication Evaluation
13		<b>**Field Experience/Communication Evaluation DUE**</b>

		<p>PSEL 7-- Communities for Engagement for Families: A, B, C, E, F</p> <p>PSEL 8-- Operations and Management: A, B, C, K</p> <p>PSEL 9-- Ethical Principles and Professional Norms: A,B, D, E</p> <p>PSEL 10-- Equity and Cultural Responsiveness-- B,C, D, E, F</p> <p>PSEL 11--Continuous School Improvement: C,F</p> <p>TEXES 268 Domains and Competencies</p> <p>Domain I Competency 1: A,D,F,G, I; Competency 2: B, C,A</p> <p>Domain II Competency 3 C; Competency 4 A; Domain III</p> <p>Competency 5 A,B,C,D,E, F; Competency 6 B,D</p> <p>Domain IV Competency 7 A, B, C, D; Competency 8 A-E Domain V</p> <p>Competency 9 D; Competency 10 B-H Domain VI Competency 11 A-H</p>
Interpersonal Communication Reflection Paper	20%	<p>TAC 3--Executive Leadership; Ai VI, VIII ii; B iii</p> <p>PSEL 9-- Ethical Principles and Professional Norms: A,B, D, E</p> <p>TEXES 268 Domains and Competencies</p> <p>Domain I Competency 1: A,D,F,G, I; Competency 2: B, C,A</p> <p>Domain II Competency 3 C; Competency 4 A; Domain III</p> <p>Competency 5 A,B,C,D,E, F; Competency 6 B,D</p> <p>Domain IV Competency 7 A, B, C, D; Competency 8 A-E Domain V</p> <p>Competency 9 D; Competency 10 B-H Domain VI Competency 11 A-H</p>
Field Experience: School Communication Evaluation and Presentation	25%	<p>TAC 3--Executive Leadership; Ai VI, VIII ii; B iii</p> <p>TAC 4-- School Culture: Ai III, V ii; B iii, v</p> <p>TAC 5-- Strategic Operations: Ai II v; B IV</p> <p>PSEL5-- Community Care for Students: A, B, C, D, E</p> <p>PSEL 7-- Communities for Engagement for Families: A, B, C, E, F</p> <p>PSEL 8-- Operations and Management: A, B, C, K</p> <p>TEXES 268 Domains and Competencies</p> <p>Domain I Competency 1: A,D,F,G, I; Competency 2: B, C,A</p> <p>Domain II Competency 3 C; Competency 4 A; Domain III</p>

A	(93 and above)	4.00
A-	(90 – 92)	3.67
B+	(87 – 89)	3.33
B	(83 – 86)	3.00
B-	(80 – 82)	2.67
C+	(77 – 79)	2.33
C	(73 – 76)	2.00
F	(72 and below)	0.00

## ASSIGNMENT DESCRIPTIONS AND RUBRICS

### Professional Group Project Research Presentation-20%

Students will work in groups and present a comprehensive overview of the communication topic assigned to them during the first class period. Each presentation should last approximately 1 hour in duration and include class discussion activities that address current concerns and relevant issues surrounding communication in schools. The presentation format must include a detailed power point presentation along with an exhaustive class discussion (participatory, game, etc.). Students are expected to use relevant web pages, research articles, texts, and videos or pod casts that apply and support the key points of their presentation. Specific strategies that principals/leaders can use to improve communication in schools should be included.

***Speakers who are experts on the topic may also be used.*** For example, the Director of Communication or Public Relations for a district could be brought in to discuss the strategies used at the district level to support principals and school communication. Regardless of whether a speaker is used, the student is fully responsible for making sure that all required areas of the topic are covered. All persons planning to use a speaker must notify the professor of this person's name and job title at least 24 hours prior to their presentation. ***A handout of the power point presentation along with a complete list of references should be provided for every member of the class, including the professor.***

#### Presentation Topics:

- Communication styles, verbal/non-verbal communication, and conflict management
- Communication with teachers and staff. Effective meetings with faculty and teams. Decision-making strategies and reaching consensus. The importance of listening and the development of trust.
- Communication with parents and the community. Effective outreach strategies to communicate important issues and concerns. Importance of perception and image.
- Communication with students. The manner in which communication impacts climate and improves student learning. Relationships with students, expectations, student input, school climate.
- Communication and crisis management. Development of crisis management plans and the impact on school climate and staff morale.
- Communication and technology. Effective use of email, web pages, written communications, press releases, interacting with the media, and effective media relations plans.

These are general topic areas. As students research the area of interest they are expected to supplement the presentation with relevant information.

<b>Leadership Profile Behaviors</b>	Leadership Profile behaviors are mentioned; some discussion of key behaviors.	General summary of the Profile is outlined; key behaviors are discussed.	Major aspects of the Leadership Profile are discussed; key behaviors are mentioned and analyzed.	Thoroughly analyze and reflect on your leadership behaviors found in the Leadership Profile; clearly summarize your Profile results.
<b>Personal Communication Effectiveness and Most Significant Behaviors Impacting Communication</b>	Leadership behaviors are discussed but no real connection make to communication.	Mention aspects of your leadership behaviors in relation to communication style.	Discuss and give examples of how your leadership behaviors impact the manner in which you communicate. Discuss your communication style.	Thoroughly analyze and reflect on how your leadership behaviors impact your communication effectiveness. Completely describe your communication style.

#### **Field Experience: School Communication Evaluation-25%**

The School Communication Evaluation is designed to allow students to identify and analyze the effectiveness of communication systems within an actual school. This project assignment will consist of the following components:

- Principal interview(s).
- Identification and description of communication systems and practices within the school.
- Analysis of the effectiveness of the communication systems within the school.
- Description of the impact of the communication patterns on the climate of the school.
- Identify the barriers to effective communication within the school.
- What recommendations/strategies for improvement in communication would you make based on best practices in interpersonal communication?

After the principal interviews are conducted, students will analyze their data and write a complete report using APA style based on the following requirements:

1. Principal Interview(s): Face to face interview with building school principals should address the following questions:
  - How does your communication style positively impact the effectiveness of communication on your campus?
  - How does your communication style negatively impact the effectiveness of communication on your campus?
  - How often do you meet with the leadership teams within your school? Why?
  - How often do you meet with the faculty within your school? Why?
  - Are faculty and team meetings in the school structured around the mission and vision of the school? What are the purposes of these meetings?
  - Are your meetings scheduled? Do you use agendas and provide feedback and action responses to identified issues?
  - When do you communicate using email and why?
  - What are some of the barriers that you face in communicating with your teachers and staff?
  - Other key questions that are appropriate given your understanding of the school and principal.

<p><b>5 sentences on the Big picture</b> – In at least five (5) sentences (try to keep it short) you should answer the following:</p> <ul style="list-style-type: none"> <li>• What do you think the author wants you to remember after having read this part of the text?</li> <li>• What stood out to you? Tell why?</li> <li>• What issues/ideas do you agree/disagree with as revealed in the text?</li> </ul> <p><i>This should be a <u>narrative paragraph</u> that synthesized the reading and responds to the above questions.</i></p> <p style="text-align: right;">20 points</p>
<p><b>4 Key passages</b> – As you read, you should underline or highlight key passages that you think are the most important.</p> <ul style="list-style-type: none"> <li>• Select four of the passages that you think are critical to understanding this part of the text.</li> <li>• You should write down and highlight the passages for direct quotation &amp; note the page numbers.</li> <li>• Explain why these passages were important to you</li> </ul> <p style="text-align: right;">12 points</p>
<p><b>3 Key terms</b> – Select three (3) key terms from the reading that you think are central to understanding the author's message.</p> <ul style="list-style-type: none"> <li>• You should list and highlight the definition and then write it down in your own words (the definition may be directly stated or may be described in several sentences.</li> <li>• For discussion and reference note the page number where the word is located.</li> </ul> <p style="text-align: right;">9 points</p>
<p><b>2 Connections</b> – Think of two connections that you made to the reading and write three to five sentences about each. [text to self, text to text, text to world]</p> <ul style="list-style-type: none"> <li>• Did the reading remind you of something else you have read in this class or other classes? [text to text connection]</li> <li>• Have you had an experience that relates to something the author addresses? [text to self connection]</li> <li>• Was there something in the reading that made you think of things in the world [text to world]</li> </ul> <p style="text-align: right;">6 points</p>
<p><b>1 Question</b> – Write one question about the reading that you would like to discuss in class or are still wondering about after reading.</p> <p style="text-align: right;">3 points</p>

## CREDIT HOUR DEFINITION

Houston Baptist University defines a credit hour as follows:

For online, hybrid, and other nontraditional modes of delivery, semester credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting, forty-five (45) hours of work by a typical student for each semester hour of credit.

## TEACHING STRATEGIES

The following teaching/learning activities may be emphasized.

1. interactive lecture/discussion/reading
2. small group and individual activities and/or projects
3. designing and implementing learning activities
4. use of media/technology/online interactive access, primarily Blackboard
5. literature research/review/presentation
6. Field Experience
7. Final Exam

## ATTENDANCE

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his/her performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. In either case, all applicable attendance policies will be stipulated in the course syllabus.

Information form. Such notification must be received by the end of the first full week of classes for any term to ensure that the student's directory information is not released except to officials with legitimate educational purposes as authorized by FERPA.

The request to withhold directory information will remain in effect as long as the student continues to be enrolled or until the student files a written request with the HBU Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the HBU Registrar during the student's last term of attendance.

HBU assumes that failure on the part of any student to specifically request the withholding of categories of "directory information" indicates individual approval for disclosure.

## **ACADEMIC INTEGRITY POLICY**

Academic integrity is valued at HBU and is at the very heart of the nature of the University as a Christian Liberal Arts Institution. It is the responsibility of all students, faculty, and staff to demonstrate academic integrity. The Academic Integrity policy is designed to promote "the development of moral character, the enrichment of spiritual lives, and the perpetuation of growth in Christian ideals" (HBU Preamble).

Upholding academic integrity provides experience that develops students to act with integrity in all areas of their lives. It is not considered "grace" to allow students to bend rules or act unethically without consequence; to do so violates faculty and staff's obligation to "train the mind, develop the moral character, and enrich the spiritual lives" (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one's own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community. All academic integrity matters are to be documented in Advocate on the HBU portal which is accessed by clicking on the "Advocate" button.

### **Academic Dishonesty Defined**

Academic integrity is violated when academic dishonesty or misconduct has occurred. As a Christian university, HBU views any act of academic dishonesty as a violation of the University's fundamental principles. Academic dishonesty occurs when a student:

1. submits the work or record of someone else as his/her own;
2. copies another's quiz or exam answers, laboratory work, or written assignments (e.g., homework);
3. willfully cooperates with or seeks aid from another student during an academic assessment;

The process is to be redemptive in nature. As directed by the faculty member, the student could correct and resubmit the assignment in question or receive a failing grade for the assignment in question. At the sole discretion of the faculty member, the student may be directed to resubmit the assignment in question or the student may receive a failing grade for the assignment in question. However, failing the course specifically as a result of the alleged violation is not an option (although when the grade for the assignment is calculated with grades for all assignments in the course, the result could be failing the course). In all cases, the faculty member shall report the incident to the dean of the college.

The student may appeal the action by following the process outlined in the Academic Grievance Policy and Process. Once an investigation into an alleged violation of academic integrity has begun, the student may not receive a grade of "W" for the course in which the alleged violation occurred. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty or misconduct, including but not limited to a pattern of academic dishonesty or misconduct. A decision to suspend a student is made by the Office of the Provost. Inclusion in the HBU Catalog is considered sufficient notice to all students of University policy and procedures regarding this matter. Finally, regardless of who initiates the process, all academic integrity matters are to be documented in Advocate on the HBU portal.

## **ACADEMIC GRIEVANCE POLICY AND PROCESS**

A student may file an academic grievance if he or she believes a grade was awarded improperly or for any academic grievance matter. The formal process is described below and must be followed by all parties in order to resolve a dispute.

1. The student should make an appointment with the faculty member in question to discuss the matter in person. The student is advised, but not required, to apprise his or her advisor of the matter. It is appropriate to try to resolve differences amicably and in person if at all possible. This is especially true at a Christian institution. If the student is concerned that a private meeting with the faculty member will create antagonism, the student may skip to Step 2. However, the student must make this concern known in writing using his/her HBU email account to the chair of the department in which the course is located explaining why he or she believes this to be the case.
2. If the student continues to dispute the grade after the face-to-face meeting with the faculty member, the student may bring the matter to the chair of the department. This step requires the student to make a written appeal using his/her HBU email account to the chair and provide a copy to the faculty member and academic advisor. The chair will review the student's concern and consult with the faculty member, either individually or with both present. The chair will respond to the student and the faculty member in writing of the chair's recommendation and notify the dean. The chair will document the matter in Advocate, including uploading a copy of the student's email.
3. If the student is unsatisfied with the chair's recommendation, the student may submit a written request using his/her HBU email account to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed

## **CHILDREN IN CLASSROOMS**

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance. For safety reasons, children are prohibited from all laboratories.

## **CLASSROOM BEHAVIOR EXPECTATIONS**

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

## **HBU NAVIGATE**

To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented HBU Navigate, a program that gives students and instructors the resources they need to track student progress. Your professor may issue you a kudos such as "Strong Class Participation" or "Outstanding Academic Performance" and may also issue a flag in HBU Navigate if he or she believes you are struggling in the course. You should meet with your advisor and professor to discuss new strategies for successful completion of the course, and follow any recommendations you receive in the flag email.

## **EMAIL POLICY**

All University and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

## **INCOMPLETE COURSE REQUEST**

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

May 9	6:00 pm: Priority Registration for Summer closes for end-of-term processing; Priority Registration for the May Fastterm and Fall 2018 Term Continues
May 9	4:00 pm: Candidate Grades Due to Registrar's Office
May 12	Spring Commencement
May 14	4:00 pm: All grades due
May 18	8:00 am Registration Resumes for Summer 2018
May 21	Grades Posted for the Spring 2018 Semester

### **LATE WORK & TEST POLICY**

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

### **STUDENT EVALUATION OF INSTRUCTOR**

Students will complete faculty appraisal forms as regularly administered by the University.

---

**Student Signature** – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. I **promise to uphold the Academic Integrity Policy at Houston Baptist University and will not tolerate its violation by others.**

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

guide administrators in supporting digital age learning, creating technology-rich learning environments and leading the transformation of the educational landscape.

1. Visionary leadership Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders

b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision

c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital age learning culture Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

a. Ensure instructional innovation focused on continuous improvement of digital-age learning

b. Model and promote the frequent and effective use of technology for learning

c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

d. Ensure effective practice in the study of technology and its infusion across the curriculum e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in professional practice Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology

c. Promote and model effective communication and collaboration among stakeholders using digital age tools

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic improvement Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources

b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning

c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals

d. Establish and leverage strategic partnerships to support systemic improvement

e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital citizenship Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners

b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology

c. Promote and model responsible social interactions related to the use of technology and information

d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

#### Professional Standards for Educational Leaders (PSEL)

The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC and CCSSO Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015. <http://www.wallacefoundation.org/knowledge-center/Documents/Professional-Standards-for-Educational-Leaders-2015.pdf>

#### Standard 1. Mission, Vision, and Core Values

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning.

f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction

#### Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:

a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e) Cultivate and reinforce student engagement in school and positive student conduct.

f) Infuse the school's learning environment with the cultures and languages of the school's community

#### Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Effective leaders:

a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

#### Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders:

a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

### **Professional Standards for Educational Leaders (PSEL)**

The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC and CCSSO Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015. <http://www.wallacefoundation.org/knowledge-center/Documents/Professional-Standards-for-Educational-Leaders-2015.pdf>

#### **Standard 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

#### **Standard 2. Ethics and Professional Norm**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Effective leaders:

a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction

#### Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community

#### Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

#### Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs. c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

#### Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

- A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

### **DOMAIN III—HUMAN CAPITAL (Human Resource Management)**

#### **Competency 005**

The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

- A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walkthroughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

#### **Competency 006**

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

### **DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

#### **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

- A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences
- B. Develops and implements strategies for systematically communicating internally and externally
- C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
- D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

#### **Competency 008**

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society

#### Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\*

I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) teaching strategies 3. Identifying the word (root, prefix, suffix) teaching strategies	2. Vocabulary 4. Fluency basic	No formal reading instruction is directly studied in this class, but is reflected in historical and

III, IV	ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a>  National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a>  TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	,Speaking , Reading & Writing	
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	Diversity in the schools and the ways to achieve equity of education are explored.
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Skills in communication at a professional level are enhanced through readings and discussions.
I, III	14. Instructional Technology  <a href="http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldvl.asp">http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldvl.asp</a>	<b>SBEC Technology Standards for All Teachers</b>  1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app  2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information  3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results  4. Communicate in different formats.  5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	An Internet research activity promotes the students to access and evaluate professional resources and Websites.
I, III, IV	15.Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	Course reading, activities, assignments, and projects, all include the appropriate use of varied instructional strategies.
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	Differentiating instruction is discussed in coursework and readings.
IV	17. Certification Test	Testing study guides, standards, frameworks, competencies,	

**The College of Education and Behavioral Sciences  
School of Education  
Houston Baptist University**

**Course Syllabus  
EDAD 6316.H2 Data-Driven Decision Making**

Department of Educational Administration

**COURSE DESCRIPTION**

This course enables school leaders to enhance their understanding of how consistent and systemic use of data shifts school cultures toward learner-centered communities that recognize achievement gaps in learning among student populations. Through the analysis of data, candidates learn a process for collaboratively inquiring with school faculty to identify significant student learning problems, design research-based intervention strategies, and monitor effectiveness, which contribute to building school capacity and instructional expertise. Through data-driven dialogue, candidates practice and learn facilitation strategies to establish high performing teams and enhance personal accountability. Candidates explore achievement gaps related to minority and special populations and recognize how their personal belief systems and expectations may impact schooling practices. A focus on literacy or math content will enable candidates to frame a context in which to explore issues related to diverse learners and equitable practice.

Curriculum Sequence and Prerequisites:

EDAD 6316, Data- Driven Decision Making, is a required course for completion of a degree in Educational Administration and will prepare the student for passing the TExES exam for the Texas Standard Principal's Certificate. There is no course prerequisite for this course other than admission to the M. Ed. program.

Prerequisite: None

**INSTRUCTOR INFORMATION**

Name:

E-mail:

Office Phone:

Office Location:

Office Hours:

Class Location:

Room no.

**LEARNING RESOURCES**

**Required text:**

Bernhardt, V. L. (2013). *Data analysis for continuous school improvement* (3<sup>rd</sup> ed.). New York: Routledge.  
ISBN: 978-1-59667-252-9

**COURSE OBJECTIVES**

Upon completion of this course, students should be able to:

1. Identify how effective school leaders implement rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

In relation to the mission of the University, this course will provide a practical learning experience that will help to prepare the student for the position of assistant principal or principal through opportunities to address tasks that school administrators address throughout the year, including understanding data to make ethical decisions and working to create an environment of shared leadership.

#### TOPICAL OUTLINE

This course addresses the following topics:

- Using data for continuous school improvement
- Demographics data
- Perceptions data
- Student learning data
- School processes data
- Delving deeper into data
- Creating a shared vision
- Creating a continuous school improvement plan
- Using data to implement the vision
- Evaluation

*The content of this outline and the schedule are subject to change at the discretion of the professor.*

#### EDAD 6316 Data-Driven Decision Making TENTATIVE SCHEDULE – Summer II 2017 Houston ISD Cohort

DATE	TOPIC	ASSIGNMENTS
July 10	Using data for continuous school improvement Demographics data; analyzing the data	Read Chapters 1, 2, and 3 Complete reflection questions
July 12 online	Perception data Student learning data	Read Chapters 4 and 5 Complete reflection questions Discussion board
July 17	Perception data; analyzing the data Student learning data; analyzing the data School processes data; analyzing the data	Read Chapters 6 and 7 before class Complete reflection questions
July 19 online	Delving deeper into the data Creating a shared vision Creating a continuous school improvement plan	Read Chapters 8, 9, and 10 Complete reflection questions Discussion board
July 24	Analyzing the school improvement plan Work on case studies	In-class analysis Complete case studies
July 26 online	Using Data to improve teaching and learning Evaluation	Read Chapters 11 and 12 Complete reflection questions for both chapters Discussion board
July 31	Professional data analysis project and presentation	Presentations
Aug. 2	Making time to do the work	Read Chapters 13 and 14

For the presentation, each group will:

- Report out on the different sections of the textbook case study that were completed during the course
- Analyze the campus improvement plan using these charts and figures (H6; Figure I-2 p. 357; Figure I-3 p. 358; Fig. L-1 p. 386)
- Use Fig. L-1 to set one new goal, identify one objective (SMART goal) and how it will be measured, identify one strategy for achieving the objective, and list at least two actions required to implement the strategy
- Create a presentation (power point, prezi, sway, etc.) that includes at least one slide for each chart/table

There is a 1 hour presentation limit per group.

Read the rubric carefully to understand the expectations for the group presentation.

**Professional Data Analysis Project and Presentation Rubric  
EDAD 6316**

Strand	11	12	13	15	20
<b>Presentation</b>	Material is presented in a short power point; some class members participate; group member participation not clear.		Material is presented in at least three different ways; material is interestingly presented; all group members participated equally.		Multiple modes of presentation that successfully engaged all class members; material is presented knowledgeably; interesting, interactive; all group members skillfully integrated.
<b>Content</b>	Covered the material related to the topic; provided an outline of the material; used material from the text.		Content is well presented; the material is traditionally organized; thorough coverage of the text content		Skillfully addressed the topic with clear, concise, content; organized material to expedite learning; fully covered the topic adding examples to help create learning connections; text material is well supplemented.
<b>Data Analysis and Continuous School Improvement</b>	Data analysis, leadership, and continuous school improvement are mentioned but no real connection to the topic is made.		Data analysis, leadership, and continuous school improvement are explored and some basic connections to the topic are made.		Data analysis, leadership, and continuous school improvement principles are highly and effectively integrated into the presentation. The connections between leadership, data analysis, and continuous school improvement are clear with strategies included for school leaders.
<b>Creativity</b>	Presentation is basic. Simple power point is used.		Adequate technology is used to embellish topic and extend the understanding of the topic and presentation		The presentation is supported by well designed technology such as videos, web pages, pod casts, and streaming video.
<b>Class Discussion</b>	Class discussion is minimal and does not support the		Class discussion is organized and supports the topic. Most of the		Discussion is highly organized and all class members are engaged

**B Discussion (8-9 points) – participated 2 times, minimum of 3-4 posts**

**B-level postings:**

- Are made in a timely fashion, giving others an opportunity to respond.
- Are thoughtful and analyze the content or question asked.
- Make connections to the course content and/or other experiences, but connections are unclear, not firmly established or are not obvious.
- Contain novel ideas, connections, and/or real-world application but lack depth, detail and/or explanation.
- Are from participants who interact freely and occasionally attempt to motivate discussion.

\*If these criteria are met but the 100-200-word count is not met, the score will drop two points.

**C Discussion (7-8 points) – participated 2 times, minimum of 3 posts**

**C-level postings:**

- Are usually, but not always, made in a timely fashion.
- Are generally accurate, but the information delivered is limited.
- Make vague or incomplete connections between class content and posting by other students.
- Summarize what other students have posted and contain few novel ideas.
- Show marginal effort to become involved with group.

\*If these criteria are met but the 100-200-word count is not met, the score will drop two points.

**D Discussion (6-7 points) – participated 1 time, minimum 2 posts**

**D level postings:**

- Are not made in timely fashion, if at all.
- Are superficial, lacking in analysis or critique.
- Contribute few novel ideas, connections, or applications.
- May veer off topic.
- Show little effort to participate in learning community as it develops.

\*If these criteria are met but the 100-200-word count is not met, the score will drop two points.

**F Discussion (0 points).**

- Participant was rude or abusive to other course participants. In this case, the number and quality of other posts is irrelevant.

**OR**

- Participant failed to meet the basic criteria for the "D Discussion".
- 

## **CREDIT HOUR DEFINITION**

Houston Baptist University defines a credit hour as follows:

For online, hybrid, and other nontraditional modes of delivery, semester credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting, forty-five (45) hours of work by a typical student for each semester hour of credit.

## **TEACHING STRATEGIES**

The following teaching/learning activities may be emphasized.

1. Interactive lecture/discussion/reading
2. Small group and individual activities and/or projects
3. Designing and implementing learning activities
4. Use of media/technology/online interactive access
5. Literature research/review/presentation

## **ATTENDANCE**

Information form. Such notification must be received by the end of the first full week of classes for any term to ensure that the student's directory information is not released except to officials with legitimate educational purposes as authorized by FERPA.

The request to withhold directory information will remain in effect as long as the student continues to be enrolled or until the student files a written request with the HBU Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the HBU Registrar during the student's last term of attendance.

HBU assumes that failure on the part of any student to specifically request the withholding of categories of "directory information" indicates individual approval for disclosure.

## **ACADEMIC INTEGRITY POLICY**

Academic integrity is valued at HBU and is at the very heart of the nature of the University as a Christian Liberal Arts Institution. It is the responsibility of all students, faculty, and staff to demonstrate academic integrity. The Academic Integrity policy is designed to promote "the development of moral character, the enrichment of spiritual lives, and the perpetuation of growth in Christian ideals" (HBU Preamble).

Upholding academic integrity provides experience that develops students to act with integrity in all areas of their lives. It is not considered "grace" to allow students to bend rules or act unethically without consequence; to do so violates faculty and staff's obligation to "train the mind, develop the moral character, and enrich the spiritual lives" (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one's own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community. All academic integrity matters are to be documented in Advocate on the HBU portal which is accessed by clicking on the "Advocate" button.

### **Academic Dishonesty Defined**

Academic integrity is violated when academic dishonesty or misconduct has occurred. As a Christian university, HBU views any act of academic dishonesty as a violation of the University's fundamental principles. Academic dishonesty occurs when a student:

1. submits the work or record of someone else as his/her own;
2. copies another's quiz or exam answers, laboratory work, or written assignments (e.g., homework);
3. willfully cooperates with or seeks aid from another student during an academic assessment;
4. has special information for use in an evaluation activity that is not available to other students in the same activity;
5. accesses unauthorized materials during an exam (e.g., cell phone, textbook, prohibited calculators)
6. copies, uses, buys, sells, or otherwise shares any part of an academic assessment (e.g., an exam);
7. works together with other students on assignments that are clearly intended to be individual in nature;
8. prepares assignments (e.g., papers) for another student to turn in as his/her own work;
9. submits work as his/her own when it is not (i.e., plagiarism). This includes quoting or paraphrasing another's work or ideas without citing and referencing appropriately;
10. submits work for one class that has largely been prepared for and submitted for a grade in another class;
11. falsifies or fabricates data or information;
12. falsifies or fabricates fieldwork documentation (e.g., internship hours).

Other forms of academic misconduct include:

3. If the student is unsatisfied with the chair's recommendation, the student may submit a written request using his/her HBU email account to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed response from the disputants and to assure integrity in the assigning of grades to students by faculty. However, the Committee has no authority to force the change of a grade. The membership of the committee is composed of all parties heretofore mentioned with the dean serving as chair of the Committee. The dean will also select at least one faculty member from the college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved and no legal representation nor any other parties are permitted. After hearing both sides and deliberating the Committee will render a judgment as to what it advises should be done. The dean will access the same file in Advocate where the chair's information about the case is located and will then document in the notes section the judgement rendered. The dean is to also upload in the notes section the student's email and any other documents used in the deliberations. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.
4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal using his/her HBU email account to the Provost. The Provost will make a judgment whether or not to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered: 1) that the process itself is unfair; 2) that the student was not treated fairly in the process. The burden will be on the student to demonstrate with facts and evidence that the process or the treatment was unfair. Depending on the Provost's findings, the matter may be returned to the Standards Committee for further review. The Provost's office will upload any pertinent information related to the case in the same case file in Advocate.
5. A student is permitted to ask the University Ombudsman to serve as an advisor throughout this process; however, the student must make this known to all parties involved in the academic grievance process. At no time should any HBU employee advise a student anonymously or write an appeal document.
6. If a student questions any grade as recorded in the Registrar's Office, the student has a period of one (1) year beginning with the end of the term in which the grade was awarded, or six (6) months after the degree is conferred (whichever comes sooner), to challenge the accuracy of the grade.

## **PLAGIARISM SOFTWARE**

Note that the University utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. Turnitin is now integrated within Blackboard and a class ID and a password are no longer needed.

All major papers for this course will be submitted to the plagiarism prevention software, Turnitin, through the blackboard course on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process.

In accordance with FERPA, and to best protect the student's privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. Student names for submission are ignored and not added to the database submissions. This information is used only to assist the faculty member with grading papers for the appropriate student.

## **CHILDREN IN CLASSROOMS**

---

Student Signature – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. **I promise to uphold the Academic Integrity Policy at Houston Baptist University and will not tolerate its violation by others.**

#### **Additional Requirements for School of Education Syllabi**

#### **COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES REQUIREMENTS RELATED TO TAC, ISTE, PSEL, AND ELCC STANDARDS**

- The course learning objectives acquired through the experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for state domains and competencies aligned with the TExES Principal (068) exam: [http://cms.texas-ets.org/index.php/download\\_file/1086/](http://cms.texas-ets.org/index.php/download_file/1086/)
- The following TAC, ISTE, PSEL, ELCC, and SBEC standards, and competencies are represented in this course:

Chapter 149. Commissioner's Rules Concerning Educator Standards  
Subchapter BB. Administrator Standards

---

#### **Texas Administrative Code (TAC)**

##### **Texas Principal Standards**

- (a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.
- (b) Standards.
- (1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
- (A) Knowledge and skills.
- (V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.
- (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.
- (B) Indicators.
- (iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.
- (2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
- (A) Knowledge and skills.
- (V) facilitate professional learning communities to review data and support development;
- (4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
- (A) Knowledge and skills.
- (i) Effective culture leaders:
- (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
- (5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.
- (A) Knowledge and skills.

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective leaders:

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction

#### **Standard 7. Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders:

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

#### **Standard 9. Operations and Management**

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. Effective leaders:

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

#### **Standard 10. School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Effective leaders:

b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

### **ELCC Standards - Standards for Advanced Programs in Educational Leadership (ELCC) ELCC BUILDING LEVEL STANDARDS**

<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

#### **ELCC STANDARD ELEMENTS:**

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

#### **ELCC STANDARD ELEMENTS:**

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

**Competency 010**

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants



**Tentative Schedule**  
**Principal Certification Only- 18 Hours**  
**Starting August 2018**

**Course Sequence\***

**Fall 2018**

EDAD 6301: Administrative Theory and Practice (Advancing Educational Leadership- AEL)  
EDAD 6311 Leadership for Inclusive Schools  
EDAD 6191: Internship in the Principalship

**Spring Fast Term 2020**

Texas Teacher Evaluation and Support System (T-TESS) 3-day training

**Spring 2019**

EDAD 6304: School Business Management and Finance  
EDAD 6302: Instructional Leadership and Evaluation  
EDAD 6193: Internship in the Principalship

**May Fast Term**

EDAD 6192: Seminar in Educational Leadership  
*TExES Practice Exam*

**Summer I 2019**

EDAD 6316: Data- Driven Decision Making

\*School Districts have the option to add courses to this schedule based on district improvement plans.

